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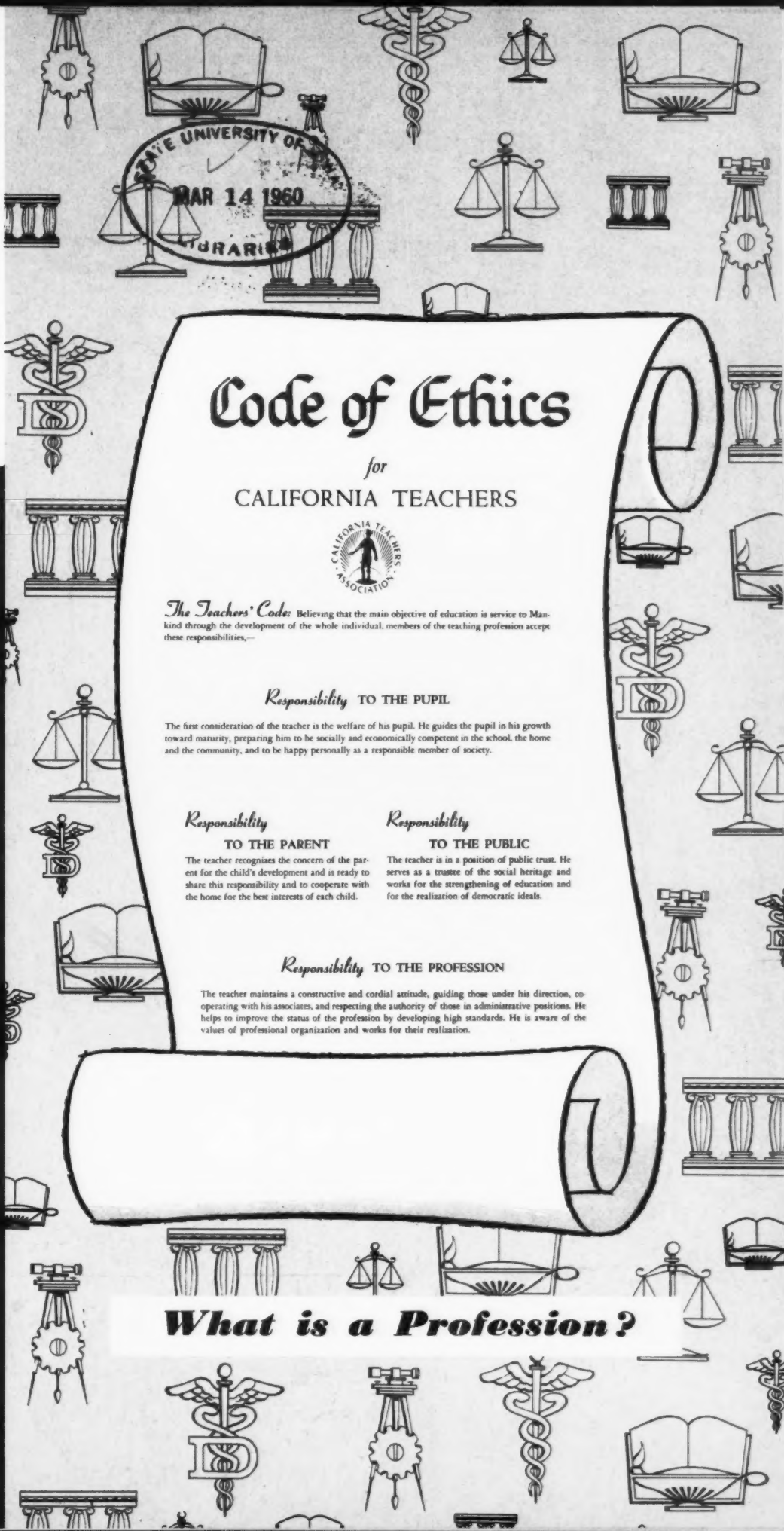
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CALIFORNIA TEACHERS ASSOCIATION

MARCH, 1960



Code of Ethics

for

CALIFORNIA TEACHERS



The Teachers' Code: Believing that the main objective of education is service to Man-
kind through the development of the whole individual, members of the teaching profession accept
these responsibilities.

Responsibility TO THE PUPIL

The first consideration of the teacher is the welfare of his pupil. He guides the pupil in his growth
toward maturity, preparing him to be socially and economically competent in the school, the home
and the community, and to be happy personally as a responsible member of society.

Responsibility

TO THE PARENT

The teacher recognizes the concern of the par-
ent for the child's development and is ready to
share this responsibility and to cooperate with
the home for the best interests of each child.

Responsibility

TO THE PUBLIC

The teacher is in a position of public trust. He
serves as a trustee of the social heritage and
works for the strengthening of education and
for the realization of democratic ideals.

Responsibility TO THE PROFESSION

The teacher maintains a constructive and cordial attitude, guiding those under his direction, co-
operating with his associates, and respecting the authority of those in administrative positions. He
helps to improve the status of the profession by developing high standards. He is aware of the
values of professional organization and works for their realization.

What is a Profession?



Home Owners, Tenants:

19-way protection may cost 40% less than your present partial coverage!

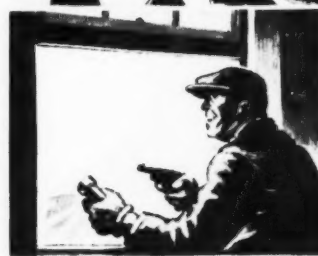
TYPICAL CTA MEMBERS have saved \$52 (owners) or \$39 (tenants) on home and personal property insurance with the CTA-sponsored 5-in-1 package policy! You are covered not only for fire, smoke, explosion, and 9 allied perils, but also for theft anywhere in the world, personal and professional liability, glass breakage, and additional living expenses while your damaged quarters are being repaired. This 19-way protection may cost 40 per cent less than you are now paying for partial coverage with various separate policies! Or, if your home is underinsured in terms of today's replacement costs (average \$13 per square foot), this economical package policy may enable you to buy the extra protection you need at no extra cost!

SEND NOW—DON'T WAIT!!! Even if your fire insurance does not expire soon, mail coupon now for advance quote giving you ample time to compare costs.

FOR IMMEDIATE COVERAGE phone collect:

L. A.: MA 6-1461; S. F.: EX 7-3500;

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★ FIRE — DWELLING

1. Fire. 2. Smoke. 3. Explosion. 4. Non-owned Vehicle Damage. 5. Windstorm. 6. Vandalism. 7. Lightning. 8. Hail. 9. Riot. 10. Debris Removal. 11. Added Living Expenses. 12. Falling Aircraft.

★ FIRE — CONTENTS

All dwelling coverages, as above, for your personal property, including furniture, silverware, glassware, clothing, luggage, cameras, sports equipment, appliances. Also jewelry, furs, cash.

★ THEFT: HOME & AWAY

13. Burglary, larceny, robbery, theft (including from unattended locked automobile). 14. Damage to dwelling or contents caused by theft or attempted theft.

★ PERSONAL LIABILITY

15. Liability for accidents such as injuries caused by your children, pets, sports activities. 16. Professional Liability. 17. Medical Expenses. 18. Costs of Defense.

★ GLASS BREAKAGE

19. Insures your home against glass breakage from any cause, including earthquakes. Covers windows, glass doors, transoms, built-in mirrors

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CALIFORNIA CASUALTY INDEMNITY EXCHANGE — TEACHERS PLAN

417 South Hill Street, Los Angeles 13

550 Kearny Street, San Francisco 1

Please mail your exact premium and estimated savings for comprehensive protection on my particular property with the new, CTA-approved HOME INSURANCE PACKAGE policy for owners and tenants. This request does not obligate me to become a policyholder.

Teacher's Name _____	Spouse's Name _____	
School Name _____	School City _____	School Phone _____
Present Mailing Address _____	City _____	County _____
Location of Property To Be Insured (if same as Mailing Address, write "same") _____		Present Phone _____
Building Construction: Roof: Shingle <input type="checkbox"/> Comp-osition <input type="checkbox"/> Other (describe) _____	Walls: Frame (wood) <input type="checkbox"/> Brick <input type="checkbox"/> Other (describe) _____	
If all persons permanently residing in your household are non-smokers, please check here <input type="checkbox"/>	Insurance now carried in California Casualty Teachers Plan: None <input type="checkbox"/> Auto <input type="checkbox"/> Comprehensive <input type="checkbox"/> Teacher's Professional <input type="checkbox"/>	

HOME OWNERS (OR BUYERS) COMPLETE THIS SIDE

Date Present Dwelling Fire Policy Expires _____ Value of Building (Am't Ins. Desired) \$ _____

(If no policy, write "None")

Dwelling in city limits? Yes ☐ No ☐ Names of Main Cross Streets _____

If you are in a Special Fire District, please give its name _____

Ownership of Dwelling: Fully Owned ☐ Cal. Vet. ☐ G.I. ☐ FHA ☐ Other ☐

Name of Bank or other Mortgagee _____

TENANTS (RENTERS OR LESSEES) COMPLETE THIS SIDE

Date Present Personal Property (Contents) Policy Expires _____ Value of Personal Property (Amount of Insurance Desired) \$ _____

(If no policy, write "None")

I live in (check one): Private Dwelling ☐ Apartment ☐ Other ☐

Number of Living Units In Building: 1 to 4 ☐ (If over 4, show number of units) _____

Does the building contain any Business Premises (stores, shops, etc.)? Yes ☐ No ☐

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1705 Murchison Drive
Burlingame, California
Phone OXford 7-1400

MARCH, 1960

VOL. 56, No. 3



Official Publication of the California Teachers Association

SYMBOLS or emblems of the various professions (there are said to be 14 recognized but we could locate the marks of only a bare half-dozen) help us to set the theme of the symposium which is featured in this issue. Norman Lubeck's design displays our Code of Ethics, the heart of the teacher's professionalism.

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CTA JOURNAL is the official publication of the California Teachers Association. It is published the first of each month except June, July, and August. ENTERED as second class matter at San Francisco postoffice January 23, 1906, under Act of Congress of March 3, 1879. COPYRIGHT 1960 by the California Teachers Association, Burlingame, California. Permission to reproduce any portion must be granted in writing. Contents are listed in Education Index. Member of Educational Press Association of America. ADVERTISING: Orders and inquiries to CTA Journal, 1705 Murchison Drive, Burlingame, Calif. National advertising representative: State Teachers Magazines, Inc., 307 No. Michigan Avenue, Chicago 1, Illinois. MEMBERSHIP DUES in CTA are \$22 a year, including Section and State, payable for the calendar year. Dues include subscription to CTA Journal.

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CHANGE OF ADDRESS: Members are requested to notify Membership Records department, CTA, 1705 Murchison Drive, Burlingame, Calif., at least a month before normal delivery date for change of address, stating both old and new addresses. Postmaster: Form 3579 requested for transmittal to Burlingame. MANUSCRIPTS, photographs, cartoons, and special art on educational subjects are invited but the publisher of CTA Journal assumes no obligation for return or compensation. All correspondence should be addressed to the editor. Opinions of writers do not necessarily reflect policies of the California Teachers Association.

CTA Journal, March 1960

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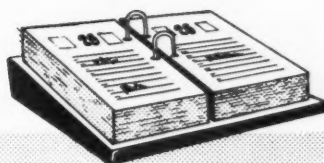
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A directory of officers of CTA affiliated associations will be published in April issue. The above corrected directory will be republished in May issue.

Calendar



OF COMING EVENTS

MARCH

- 10- —North Bay Professional Issues Conference; Hogan J.H.S., Vallejo
- 12- —Bay Section Council; Washington School, Berkeley
- 12- —Central Coast Section Council; North Salinas H. S.
- 12- —SCTA South Professional Problems conference; UCLA
- 18-20—Calif. Assn. of Women Deans and Vice-Principals, southern region meeting; Hotel Del Coronado, San Diego
- 18-20—Calif. Assn. of School Psychologists and Psychometrists annual conference; Grant Hotel, San Diego
- 18-22—Music Educators National Conference national convention; Atlantic City, N. J.
- 19- —North Coast Section Council and Nominating committee; Redway
- 19- —SCTA North Coast Professional Problems Conference; College Notre Dame
- 19- —North Coast Section executive Committee; Redway
- 19- —Advisory Panel on Program and Services; Burlingame
- 19- —NS Classroom Teachers executive board; Sacramento
- 19- —Northern Section Better Teaching Conference; Sacramento
- 22-27—Nat'l Assn. of Public School Adult Educators, Third National Institute; New York City
- 23- —CTA Affiliates and Associates; Burlingame
- 24-26—National conference on Aviation Education; Brown Palace Hotel, Denver, Colorado
- 25- —Teacher Education Commission; Burlingame
- 25- —Advisory Panel on Insurance; Burlingame
- 25-27—Calif. Assn. of Women Deans and Vice-Principals northern region; Mark Thomas Inn, Monterey

- 25-30—Department of Elementary School Principals annual meeting; St. Louis, Mo.
- 26- —State Board of Directors; Burlingame
- 26- —Commission on Higher Education; Burlingame
- 26-30—NEA Dept. of Elementary School Principals annual conference; St. Louis, Mo.
- 27-Apr. 2—White House Conference on Children and Youth; Washington, D. C.
- 28- —Section Secretaries; Burlingame
- 29-Apr. 2—National Science Teachers Assn., 8th national convention; Kansas City, Mo.

APRIL

- 1- —Bay Section board of directors; Burlingame
- 2- —Calif. Scholarship Federation northern regional conference; Analy H. S., Sebastopol
- 2- —Calif. Scholarship Federation central regional conference; Clovis Union H. S., Fresno.
- 2- —Elementary School Science Assn. northern section spring conference; Sacramento City College
- 3- 6—Calif. Assn. of Public Schools Business Officials annual convention; Hotel Californian, Fresno
- 3- 9—NATIONAL LIBRARY WEEK
- 6-10—National Assn. for Women Deans and Counselors national convention; Philadelphia, Pa.
- 7- —Classroom Teachers Dept. presidents; Asilomar
- 7- —Commission on Educational Policy; Burlingame
- 7- —NEA Relations Commission; Asilomar
- 7- —Central Section Board of Directors; Asilomar
- 7- 8—State Board of Education; Sacramento

- 7- 9—Calif. Council on Teacher Education spring conference; Hotel Miramar, Santa Barbara
- 8- —CESAA Administrative Council; Hotel Senator, Sacramento
- 8- 9—CTA STATE COUNCIL OF EDUCATION; Asilomar
- 8- 9—Calif. Junior College Assn. spring conference; Monica Hotel, Santa Monica
- 8- 9—Calif. Assn. of Secondary School Curriculum coordinators annual conference (state); Miramar Hotel, Santa Monica
- 9- —CTA Board of Directors; Asilomar
- 9- —CASSA executive board; Santa Monica
- 9- —CASSA representative council; Santa Monica
- 9-10—CESAA executive board; Hotel Senator, Sacramento
- 9-10—Calif. Home Economics Assn. executive council; Hacienda Motel, Fresno
- 9-11—School Library Assn. annual state conference; Rickey's Studio Inn, Palo Alto
- 9-11—Calif. Business Education Assn. state convention; Asilomar
- 9-12—CAHPER 27th annual state conference; Bakersfield College, Bakersfield
- 10- —Central Section Advisory Committee; Fresno
- 10-13—CASSA annual conference; Santa Monica
- 10-13—Calif. Assn. of Adult Education Administrators annual spring conference; Santa Monica
- 10-13—CESAA annual conference; Sacramento
- 11-12—Calif. Retired Teachers Assn. state board meeting; Riverside
- 12- —Calif. Council of Continued Education breakfast meeting; Santa Monica
- 14-16—United Business Education Assn. western regional conference; Phoenix, Ariz.

NEWS OF STATE AND NATION

MISS MYRTLE FLOWERS, fifth grade teacher of Bellflower, has been nominated by CTA Southern Section for the office of NEA Director from California, to succeed Miss Jennie Sessions of Inglewood, whose term will expire June 30. The State Council of Education will act on the nomination at its April meeting.

Miss Flowers has been a member of State Council from 1949 to 1958 and is currently a member of the Advisory Panel on Evaluation of Program and Services. She has been a member of the Southern Section Council since 1949, served as president in 1958-59. She was a member of CTA-SS board of directors for six years.

She is a life member of NEA, has attended four conventions, and currently serves on the steering committee for the 1960 convention in Los Angeles. She has served as president and chairman of the salary committee of her local association.

MRS. EVA C. NOLAND, member of the California State Board of Education since 1956, retired January 15th at the conclusion of her appointment. A native Californian who attended the King City elementary school, graduated from King City Union High School and received her bachelor's degree from the University of California, Mrs. Noland brought to the Board a deep interest in public education.

Also retired is **WILBER D. SIMONS**, vice president of the California State Board of Education since 1955 and first appointed to the Board in 1951. Elected mayor of the city of Redding in 1950 and 1951, Mr. Simons served as city councilman during 1950 and 1954. For 12 years, from 1936 to 1948, he was a trustee of the Shasta Union High School District in Redding.

NEW CTA CHARTERS granted by the board of directors include: No. 629, Sheldon Education Association, Richmond, Contra Costa county; No. 630, Adelanto District Teachers Association, Victorville, San Bernardino county; No. 631, Brea-Olinda Union High School Teachers Association, Brea, Orange county; No. 632, El Camino College Faculty Association, Los Angeles county; No. 633, Calistoga Teachers Association, St. Helena, Napa county. Some newly chartered chapters have been reminded of amended provisions of the Standing Rules which require that all officers shall be CTA members.

STUDENT CALIFORNIA TEACHERS ASSOCIATION (SCTA) is the new name of the 23-year-old CTA's junior organization of college students—formerly known as CSTA. The new name, approved by the CTA board of directors January 23, is consistent with SNEA, the national organization.

LOIS MILLER, Montebello, was appointed by CTA board of directors to chairmanship of State Council's Moral and Spiritual Values committee. **LOIS WILLIAMS**, also Montebello unified district, was named chairman of Teacher Education Commission; **DELMER OVIATT**, dean of instruction at San Fernando Valley State College, was appointed to a three-year term on this Commission. All other incumbent chairmen of committees and commissions were reappointed.

A CTA-NEA ALASKA field study group scheduled to leave Seattle July 29 and return August 22 will attend a week of classes at University of Alaska, Fairbanks, with visits to Anchorage, Mt. McKinley national park, Whitehorse, Skagway, Juneau, Sitka, and Ketchikan. Price, including tuition, air round trip from Seattle, is \$749. Additional information from CTA Special Services, Burlingame. Dr. Virgil Rogers, dean of the school of education of Syracuse University, will be tour leader.

"YOUTH SAID IT," title of a column which has appeared in the Palo Alto *Times* daily for three years, provides opportunity for students of any grade in the 61 schools of Palo Alto unified school district to publish their creative writing. Lucille Nixon, consultant, and Mary Anne Caskey, coordinator, report that stories and poems are selected and screened by a teacher committee, submitted to the editor in dated envelopes. Publication has spurred vital expressions and fresh creativity from students.

FICTION AND FACTS is the title of a mimeographed 6-page brochure describing actual educational legislation achieved in the 1959 session of the state legislature, compared to false and misleading published claims made by the California Federation of Teachers, an AFL-CIO affiliate. The brochure was written and distributed to legislative leaders by CTA Governmental Relations department.

CALIFORNIA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION will have its 27th annual conference at Bakersfield Inn and Bakersfield College April 9-12, featuring an extravaganza, workshop, key speakers at general sessions, and exhibits.

JACK MARPOLE has been named legislative consultant on CTA's Governmental Relations staff, assisting Robert E. McKay. A resident of Burlingame, he was formerly branch manager of a film distributing company.

UNIFIED DUES and bylaw amendment (see page 20) will be important items of business at semiannual State Council meeting at Asilomar April 8-9.

(See page 42 for national educational news.)



Code of Ethics

for
CALIFORNIA TEACHERS

The Teachers' Code: Believing that the main objective of education is service to Man-kind through the development of the whole individual, members of the teaching profession accept these responsibilities,—

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The first consideration of the teacher is the welfare of his pupil. He guides the pupil in his growth toward maturity, preparing him to be socially and economically competent in the school, the home and the community, and to be happy personally as a responsible member of society.

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The teacher recognizes the concern of the parent for the child's development and is ready to share this responsibility and to cooperate with the home for the best interests of each child.

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The teacher is in a position of public trust. He serves as a trustee of the social heritage and works for the strengthening of education and for the realization of democratic ideals.

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The teacher maintains a constructive and cordial attitude, guiding those under his direction, co-operating with his associates, and respecting the authority of those in administrative positions. He helps to improve the status of the profession by developing high standards. He is aware of the values of professional organization and works for their realization.

This Code, with its 600-word Application of Principles, has been for more than ten years the chief guide to professional philosophy and conduct for California teachers. Other state associations of teachers have formally adopted similar codes. Educational leaders have suggested that common principles should lead to eventual adoption of a Code of Ethics for all public school teachers of the United States of America.

Ethics and Competence

PARENTS and neighbors may argue strongly on what it is they want the schools to accomplish. Among the more serious of the disputants there may be informed divergence on the question of instructional method. On one point, however, there is very little disagreement: teachers and other certificated personnel who serve the school should be prepared to render a professional service and must demonstrate a desire to do so.

In a 1956 statewide poll on increased state aid for schools, California interviewees were asked whether they thought teaching was a professional service analagous to medicine or law. Ninety per cent of those interviewed said yes. Other surveys and public conferences have obtained a similar declaration of faith in the professional definition of teaching.

In this day of increasing specialization and of steadily mounting requirements for formal education, older and perhaps traditional definitions of the professions are sometimes said to be in danger of losing their clarity and status. Many new careers seem to qualify for the title "professional" by almost any list of characteristics which can be drawn up. Among a score of careers which have for a long time been accorded the professional label, teaching is prominent. Is teaching a worthy companion among the well-established professions? If so, what is the primary significance of this recognition?

The symposium of three writers on pages 7-9 presents views of the professional concept as seen by representatives of the traditional professions. On page 10 is a representation for the teaching profession written by a respected analyst of the contemporary educational scene. What is common in these views? Several elements obviously appear, but outstanding among them is insistence on high standards of ethical performance. This deeply desired kind of service derives from two main sources: a degree of competence and commitment to devoted use of the competence. "Able and willing"—these are the law and the prophets—and all else is implementation. —KENNETH R. BROWN, *CTA Professional Services Executive*

The Law and Its Ethics



By Berton J. Ballard

MACHIAVELLI in the Renaissance had no use for mercenary soldiers. They did not fight hard for their duke; they would meet their opposite numbers to decide in advance who was going to win and lose the battle. This saved lives, made money, and got power. But Machiavelli thought the practice unethical, unpatriotic, and poor public policy. Like fixed basketball games.

The Athenians did not allow defendants to have lawyers, though they thought of themselves as a most litigious people. But when nobody was looking they would go to a "rhetor" (a lawyer-ghost writer) and buy their speech to the Athenian jury.

But not Socrates. And you know what happened to him.

Ethical rules aim first at the protection of the public, where expert knowledge or special position would otherwise give an unscrupulous or incompetent practitioner an unfair advantage.

For centuries lawyers, like doctors, soldiers, and clergymen, had rules to govern themselves over and above the general law. For example, under the rule, no lawyer can represent adverse interests.

The trouble with ethics is that no set of rules will enforce themselves. One may not expect a lawyer to disbar himself, a clergyman to unfrock himself, or a soldier to turn in his buttons and epaulets.

Weapons for enforcement of ethical rules are licensing and forums which can remove licenses and discipline members.

Enforcement often is a function of the state, certainly in public education and law. But the state is only one of several possible instruments of sanctions. The U. S. Constitution explicitly excludes the clergyman and the journalist from professional discipline by government power. The military exercises its discipline under the government but by a code and procedure quite different from that of civilians.

Certain professional ethical canons seek to protect members from each other or to pool their interests. Thus, under the Hippocratic oath, ancient physicians swore to impart their knowledge only to the sons of other physicians. Such narrow ethical concepts were purely in the interests of self protection.

The senior professions, such as law and medicine, distinguish between ethics which rely on good faith and professional rules of conduct which can be enforced by its own judicial bodies.

The State Bar "commends" the canons of ethics of the American Bar Association to its members. It also drafts enforceable rules of professional conduct upon which hard evidence can be offered.

The law and the rules of professional conduct set forth grounds for discipline of lawyers by reproof, suspension, and disbarment. With approval of the California Supreme Court, the State Bar's board of governors adopts the rules of professional conduct. But the Court alone suspends or disbars lawyers.

The State Bar has set up a disciplinary committee in each county. After formal hearings, committees report to the board of governors, which reviews findings and recommendations. In such reviews, a respondent may come before the board with his side of the story before the board imposes or recommends discipline to the Supreme Court. Finally, the Court reviews the board's recommendation and usually puts it into effect. At times it has imposed lighter or sterner penalties.

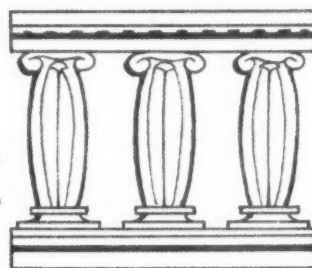
Processes of the State Bar differ in many respects from administrative agencies that govern most of our licensed vocations and professions. Only rarely do the

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MR. BALLARD is editor of the State Bar Journal with offices in San Francisco. In addition to having a thorough knowledge of the organized legal profession in California, he holds a life teaching credential and an administrative credential and has taught on the staffs of Northwestern University and Stanford University. He conducts evening classes in the Great Books and for 12 years has conducted a course in communication for administrators at U.C. Extension. As consultant for the National Project on Agricultural Communications, he has spoken at universities of the land grant system.

ARCHITECTURE as a profession



By Wayne S. Hertzka, A.I.A.

ARCHITECTURE is a science but not an exact one. It is an art but not a stylistic one. It is a business but not a competitive one. It is a profession but not a dogmatic one. In truth it is a mixture of all of these things but to be truly a creative architect a man must have more than mere knowledge of these many facets of architecture; he must have an extra spark of understanding, of human values, of history both past and present and an earnest desire to improve the environment in which people live, work and play.

I believe that the teaching profession has contributed more to the kindling of this extra stimulus in students of architecture than it realizes. Almost every architect, when he looks back on his school life, finds one particular teacher who by his teachings, his talking, or his work, made a lasting impression which has stimulated him through his entire professional life. This may or may not have occurred with a teacher of architecture but the effect has enriched his professional approach and understanding.

Contrary to popular belief, architecture is not a high-paying profession in comparison with many others and most students realize this when they start. There are, of course, other compelling reasons for pursuing the profession and the first one without doubt is the desire to create through design the construction of the finest buildings possible. The achievement of this goal on a job and the satisfaction of both the architect and the client far outweigh the monetary remuneration.

The early years of practice in the profession of architecture are like those of any other profession, exciting and disappointing, hard work and easy work, failures and successes. Many of the ideas and ideals of college days seem impossible to achieve at first in the apparent difficult professional world. In fact the early years seem like a kaleidoscope of good and bad experiences.

Suddenly one day, however, the clouds seem to clear and an understanding of the profession of architecture takes place. The sense of values, of inspirations and more importantly the sense of design based on early fundamentals learned in school and more fully developed in actual practice, all fall into proper perspective and at last the architect has become a professional. It is an evolution that could only happen when the basic foundation was properly laid in school and then developed in the professional business world.

The question has been asked as to how completely professional is the practice of architecture. Because of the multiplicity of building projects from homes to schools, to office buildings to speculative investments and the many types of people involved, this is a legitimate question. It is probably due to the many legal and financial pit-falls to which he could be subjected that most architects endeavor to practice as ethically and as professionally as possible.

For example, the majority of practicing architects belong to the American Institute of Architects, a national organization with chapters in all the principal cities. In California there are now eleven chapters. For the purposes of dealing with statewide problems and for establishing a more workable relationship with other state organizations such as the CTA, these eleven chapters have formed the California Council, American Institute of Architects.

The objects of the Institute are "to organize and unite in fellowship the architects of the United States of America; to combine their efforts so as to promote the aesthetic, scientific, and practical efficiency of the profession; to advance the science and art of planning and building by advancing the standards of architectural education, training and practice; to coordinate the build-

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MR. HERTZKA is a partner of the firm of Hertzka & Knowles, San Francisco architects, president of the California Council, American Institute of Architects, and past president of the northern California chapter of the AIA. The partnership, formed in 1933, has planned many outstanding commercial buildings, office buildings, schools, and hotels in the Bay area. Mr. Hertzka won his BA and MA degrees in architecture at Massachusetts Institute of Technology in 1930 and 1931.



Respected Status Must Be Won

By William V. Lawlor, D.D.S.

A PROFESSIONAL person in our society is one who has attained a certain specific position of respect; we call it professional status.

Since the day I graduated, over 20 years ago, I have unquestionably won and maintained such status—as have practically all my colleagues. Never in all that time have I doubted this status. Never, at any time, has it been questioned. Yet, some months ago, while investigating the Public Education System of the State of California, I was shocked to hear, from educators, that there was some doubt as to the professional status of teachers.

This was stimulus to pause and examine the necessity, origin and maintenance of professional status. The necessity seems quite apparent. A professional is engaged in rendering a special service which of its nature is needed by society. The services that dentistry and medicine provide are needed by society. They are needed in the pure meaning of "need." In the same sense are the services of the teacher needed by that same society. Indeed, it is my firm conviction that the services of the teacher are actually needed to a greater degree than those I render society. Surely the status of teachers is important because the service of teaching is profitable to society.

It would seem that if professional status is due, it surely is profitable; not profitable only to the teacher but profitable to the cause of education in general and thus to the student in particular. The normal dignity and respect accorded a professional person, accorded the teacher, certainly enhances the position of the teacher in the community and necessarily raises the position of education in the same community. The eminence of such fields as medicine, dentistry and law is not maintained for the glorification of the physician, the dentist and the lawyer but rather to preserve the integrity of the field itself.

The question arises as to just how such status is obtained. In the case of the recognized professions, such status is obtained by the individual, proving conclusively and objectively that he has become educated, in his field, in a degree high enough to assume all the responsibilities inherent in that field. The professional must prove his right to such respect and then his status is established. He alone is responsible for the resulting status.

Professional status, like respect at any other point,

must not only be earned but it must be maintained. This problem of maintenance falls squarely on the shoulders of the individual professional. Neither his profession, his colleagues, nor the state, can maintain it for him. His knowledge, producing decisions resulting in judgments and action, totally dependent upon his will, are the imperative factors at this point, and thus appears the all-important ingredient, ethics.

Ethics is the properly directed use of liberty. There is no field of human endeavor, no matter how we define or describe it, that is not dignified by the application of ethics. In the essential specialized fields it is imperative. How can the professional operate without liberty? How can he utilize the inevitable conclusion his knowledge produces if extraneous matters limit his action? If he cannot "properly direct" his will, he is not at liberty, and his knowledge is wholly or partially useless.

There is only one more point to be pondered in regard to this matter. Some may ask: what is to determine that which is "proper"? The answer, quite difficult to determine at times, is actually very easy to describe. The professional will determine that which is proper by researching his knowledge. His ability with the basic skills, his capacity for knowledge, qualitative as well as quantitative, compounded by his own integrity, will

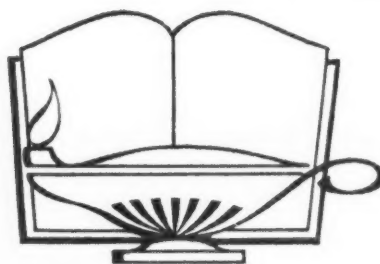
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DR. LAWLOR, a practicing Glendale dentist, is chairman of the California Citizens Advisory Commission on Education. Although he participates in this symposium as a representative of physicians and dentists, his statement above also reflects the views of a citizen who has made an exhaustive study of the public schools. Although the Commission, appointed by the Legislature, has been studying the problems of education in California for many months, its recommendations are not expected to result in legislation during the current Special Session. Dr. Lawlor has promised to write for the Journal on this subject at a later date.

TEACHING:

A Unique Profession



By Paul Woodring

IN OUR SOCIETY of status seekers many vocational groups have sought to be identified as professionals. Undertakers, realtors, insurance men, and advertisers have proclaimed their professional status and demanded professional recognition. In contrast, the lawyers, college professors, and ministers rarely seem to worry much about it; they just assume that they are engaged in professional activities and let it go at that.

Teaching is an ancient profession and the role of the scholar-teacher has commanded respect in many cultures. Why, then, are public school teachers in the United States today concerned about their professional status?

Perhaps one reason is that the titles "teacher" and "educator" are applied to so many different kinds of roles that they have lost their distinction. There are vast differences in the roles of the kindergarten teacher, the superintendent of schools, the curriculum director, and the professor of nuclear physics. To point out these differences is not to imply that one role is socially more important than another but only that they differ in kinds and amount of professional preparation required. Because of this diversity it is difficult to decide who should be called a "professional teacher" or a "professional educator" or to organize the profession into a coherent whole.

Even apart from teaching, the word "profession" is a vague one that obviously troubles the lexicographers. But if we are to make any useful distinctions between professions and other vocations the following seem to be the most appropriate: (1) a profession requires a deep commitment on the part of its members—a motivation that goes far beyond the mere desire for pecuniary gain, (2) a profession, unlike a skilled trade, clerical occupation, or business, rests upon an organized body of scholarly or scientific knowledge, (3) a profession requires careful selection of its members and an extended period of advanced education of a kind best provided in a college or university.

By these criteria teaching is clearly a profession but it does not follow that all teachers are professionals. Some have inadequate scholarly backgrounds. Some, who may be excellent temporary teachers, lack the long range commitment characteristic of a true professional.

Some do not make teaching a full time job. An affluent

society such as ours should certainly support members of all essential professions at a level that will make it unnecessary for them to take outside jobs. But a high income gives no evidence of professional status. Disc jockeys, rock and roll artists, and beer salesmen often command higher salaries than do the members of any learned profession but this does not make their occupations professional. Indeed the concern with money, as a primary objective, is good and sufficient evidence that an individual does not regard himself as a professional.

Members of some professions are licensed by the state but licensing alone, however strict, does not give assurance of professional status. Indeed, licensing is more often a characteristic of a skilled trade: barbers and elevator operators are licensed while ministers and university professors are not, although the latter are clearly professional.

Some professions, such as medicine, are tightly organized while others are organized loosely if at all. Ministers are organized only within their many separate churches rather than as a total group. But this does not mean that medicine is a "better" profession or a more important one.

In striving to raise and clarify the professional status of teachers, some educational leaders have resorted fre-



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in Bellingham, where he taught courses in psychology, education and philosophy. As a Fund official, he visits schools and colleges throughout the country.

quently to the analogy between teaching and the medical profession. They point out that, as occurs in medicine, all educational decisions should be made by professional educators. By developing a strong and rigid professional organization, physicians have achieved high incomes and great prestige and it is reasoned that teachers should follow the same procedures in order to gain the same ends.

This thesis is questionable on several counts; the analogy with medicine is not a close one and has been pushed much too far. In the U.S. the physician is usually in private practice and works on a fee basis while teaching is a socialized profession. . . . In medicine there is such a thing as general practice and all physicians are prepared for general practice before they begin to specialize. But there is no such thing as the general practice of teaching; all teachers are specialized, either in terms of subjects or as preparation for some specific age level.

The goals of the medical profession are simple and clear—the physician's job is to keep people alive and healthy as long as possible. The job of the teacher is broader and less well defined and decisions about which responsibilities should be those of the teacher and which should be those of the parents cannot be made by professionals alone, for parents naturally want to have something to say about this.

The patient selects his own physician and rigid licensing laws are necessary to protect the patient from quacks because the patient cannot be expected to be able to evaluate the physician's training. Teachers are not selected by pupils or their parents, however, but by professional school administrators who are, or should be, able to make wise selections.

The licensing of public school teachers began at a time when many teachers were selected directly by lay boards who obviously did need the guidance of professional examiners. Now that this is no longer common practice the profession should be increasingly able to accept the responsibility so that state or legal certifica-

Those properly prepared master teachers who plan well and make wise decisions will be 'professional' in its full meaning.

tion may become less important while *professional* certification becomes more important. For the time being, however, it seems necessary to continue some kind of legal control to maintain some reasonable floor under the standards for teachers.

Such legal certification can never assure that every teacher will be competent; for that it is assumed the administrator must accept responsibility. But legal certification should give assurance that the teacher has undergone a period of preparation for his job and that this preparation has been based upon a sound program of teacher education.

The program leading to certification should not be so rigid or formal as to exclude any potentially able teachers merely because they have not had certain "courses." We know all too little about which college courses lead to good teaching; the quality of instruction and the intellectual tone of the college is probably far more important than course titles.

But certification regulations should be based upon a clear philosophy of teacher education, one which is related to the scholarly traditions of Western Culture and at the same time takes into consideration the new evidence about the nature of the child and of the learning process that has been accumulated during the past seventy years.

The proper education of a teacher consists of three parts. Although these parts are interrelated, and may overlap in time, it is necessary to distinguish them in order to make certain that nothing essential is omitted.

The first of these is liberal or general education, by which I mean edu-

cation that liberates the individual from the limitations of ignorance, prejudice, and provincialism. It gives him a broader view of the world and enables him to see it in perspective. It gives him a grasp of his own cultural background. This education begins early in life and continues through high school, college and adult life. It is essential for all teachers regardless of what subject or age group they are to teach.

The second part of a teacher's education is that which gives him a scholarly grasp of the subject or subjects he is to teach. This portion is a continuation of one aspect of liberal education with greater depth. It is commonly referred to as the "academic major," but it could logically be looked upon as professional in nature because it is essential to a profession and goes far beyond the liberal education important for all; if the teacher of history does not possess a scholarly knowledge of history, or the physics teacher of physics, no number of hours in courses in education will make him a true professional.

The verb "to teach" has two objects, one direct and one indirect. It is as foolish for a teacher to say, "I don't teach children; I teach subjects," as it would be for him to say, "I don't teach subjects; I teach children." The professional teacher teaches something to someone and has a professional knowledge of both the subject and the learner. He should never, even by implication, underestimate the importance of either.

Understanding teaching-learning processes is one of the aims of professional courses in education and it is

the need for such understanding that gave rise, a generation or two ago, to the requirement of these courses for certification.

Few professional educators doubt the importance of these courses, yet they have been the target of attacks, both from outside the profession and from those who have been required to take them. Why?

The answer, I think, is, that they have been badly organized. The essential professional knowledge has been broken up into too many little segments, each taught as a separate course. Often these different courses overlap badly in content; even the best teacher cannot make a course interesting if its content already is familiar to many of the students.

One solution is to reorganize all professional knowledge (as distinct from classroom skills) essential to the beginning teacher, into two large blocks of time. One of these will deal with empirical information drawn from psychology and related behavioral sciences regarding the nature of the learner and the learning process. In addition to learning it will include perception, motivation, individual differences, and personality formation. It will not deal with "growth"—that is a proper subject for inclusion in human biology.

The second professional course (maybe it should come first in time) will give the student an understanding of the school as a social institution. It will open up (but not try to settle) the philosophical problems underlying education and will present these in historical perspective. This course, or block of time, should replace present courses called "introduction to education," "principles of education," "history of education" and "educational philosophy." More specialized treatment of these topics can be postponed until later in graduate school.

After these two professional courses, and the necessary academic preparation, the student should be ready for his first professional experience. This should be something more than a brief period of practice teaching. It should be a true internship of substantial length, not less than a semester of full time classroom experience with closely correlated seminars on the methods and materials of instruction. It should be closely and continuously supervised; ideally the intern should be accepted as a junior member of a teaching team with a salary appropriate to his responsibilities.

It seems probable that the nationwide trend toward team-teaching will lead to the development of a hierarchy of teaching roles and will alter certification regulations as well as the nature of the initial teaching experience.

Some members of the teaching team will play roles similar to those of nurses who aid the physicians, draftsmen who assist the architects, or legal assistants and secretaries who assist the lawyers. Some of these assistants may be licensed just as nurses are now licensed but they will not be required to have had the long professional and academic training required of the master teachers for the same reasons that nurses are not required to possess the M.D. degree.

With the coming of the teaching team, the fully qualified professional teacher who is prepared to devote a lifetime to his profession will command a much higher salary than any teacher does today. Salaries of \$12,000 to \$15,000 for master teachers should not be at all unusual by 1970. These master teachers or team leaders must be able to plan and to make wise professional decisions as well as to teach. They will be professionals in the best sense of the word. ★★

GOALS OF PROFESSION

High Standards Set In Teacher Education

- ✓ Increased competence for beginning teachers
- ✓ Five years of preparation before teaching
- ✓ Expanded laboratory experiences
- ✓ New doctoral programs for expert teachers
- ✓ Quality instruction in higher education
- ✓ Effective liberal education

THESE TOPICS are a sampling of subject matter contained in a report issued by CTA's Committee on Teacher Education. The tentative set of proposals due for revision after statewide study will be submitted in 1960 to the State Council of Education. Local teacher associations, Section TEPS committees, affiliated associations, faculties in colleges and universities—all are being asked to study and comment on the committee's suggestions for basic Association policy. Copies of the document and reply forms can be obtained from State and Section association offices.

The committee's new statement follows two earlier contributions in the professional standards field. First was a policy statement recognizing important accreditation processes for programs in teacher education. A second study resulted in policy on licensure. Both are in process of implementation and relate closely to teacher preparation suggestions coming from current committee study. The committee does not intend to include inservice education in its present proposals but has de-

ferred this for future attention. Similarly, selection and screening aspects of the program have been reserved for a separate pronouncement.

The committee introduces its proposed statement by pointing out that California institutions preparing teachers undertake important obligations to the public and to the profession. The need for increased and mutually supportive relations between the organized profession and those directly engaged in teacher preparation is recognized.

In the following digest of the statement, each of the seven sections is reviewed in brief.

The profession must lift its sights above contemporary job-analysis. The committee looks beyond the current teacher shortage and present levels of demand for initial competence to envision the day when skills appropriate for initial entry into the profession will require more extensive preparation. The committee seeks to encourage the building of new programs of preservice preparation, greater efficiency, and expansion of direct experience. Additionally, however, the committee recognizes that more time will be required to enable prospective teachers to achieve the levels of competence envisioned.

Teaching, as other professions, requires special preparation. Teachers must undergo rigorous and systematic preparation in order to master the skills and acquire the understandings necessary for acceptance into professional practice. Teachers must participate in defining goals, evaluating effectiveness, and in developing programs of preparation.

Teaching Competence Defined

The committee urges the preparation of prospective members to function more effectively in all aspects of professional responsibility. These aspects are spelled out in terms of competences as defined in the Association's earlier publication *Teacher Competence: Its Nature and Scope*. Each candidate recommended for initial licensure should evidence acceptable levels of skill supported by appropriate information, understandings, and attitudes.

Institutions are urged to give increased attention to the teacher's need for competence as a *Member of the Profession*. Every prospective teacher should achieve understanding of the importance of corporate organization in fulfilling professional responsibilities. Every candidate needs thorough understanding of professional ethics, of rights and responsibilities as a teacher under the laws of California, and of appropriate phases of public school finance, organization, and administration. Proposals urge more attention to these areas.

The Association is on record supporting five years of preparation for entry into the profession. Proposals under study include recognition that initial preparation for the teaching profession eventually may reach the doctoral level. New doctoral programs designed for the preparation of expert teachers are needed.

Experimentation Encouraged

The proposed statement supports experimental efforts aimed at producing increased competence for beginning teachers. Individual differences among applicants necessitate a variety of programs. Experimentation is encouraged. Concern is expressed, however, about those programs which may be directed toward determining how little special preparation is required to meet present standards for entrance into the profession.

Increased attention should be given to the need for specific definitions of competences appropriate for a variety of professional positions including the resident teacher who works with student teachers, the principal, the supervisor, and others. Increasing attention should also be given to the preparation of teachers for the colleges and universities. It is apparent that distinction in a special field of scholarly interest does not, in itself, make an individual a competent teacher or an expert in teacher education.

More Direct Experience Advocated

Preparation for practice must involve direct experience closely interwoven with seminar discussion and

further study. Full-time teaching responsibility should be approached gradually, utilizing greater and greater lengths of time and increasingly complex involvement. The prospective teacher should have time and energy amply available to remove from crises experienced in the teaching-learning situation to reflect, to study, and to plan under the guidance of college supervisors, resident teachers, and others. The postgraduate internship based on an undergraduate liberal arts program must include adequate attention to technical professional studies. Internships at the undergraduate level are inadvisable in terms of the necessary levels of competence in liberal as well as technical professional education.

Every prospective teacher should have opportunities to observe the most forward-looking teaching practices that can be employed. A college-related laboratory or demonstration school should be established unless these opportunities abundantly exist in the schools of the community adjacent to the college. The availability of these opportunities should weigh heavily in the accreditation of institutions for the preparation of teachers.

Effective Liberal Education Urged

The competence required of the teacher in today's schools is such that the teacher must evidence a liberal education. This does not mean that all teachers should have the same liberal education or that there is only one pattern of courses to achieve such an education. Diversity among programs of liberal education for prospective teachers is advocated and evaluation of the adequacy of these programs urged.

The profession, through accreditation, guarantees that programs of preparation meet minimum standards. The definition of standards is a responsibility of all members of the profession. Enforcement of the standards, both from within the profession and by the legal agencies, is advocated.

No avenue of entry into any position in the teaching profession should exist which is not subject to profes-

sional scrutiny through accreditation. The document proposes the inauguration of procedures through which authorization must be secured to establish new programs. A *certificate of intent* is suggested as a means of giving notice of intention to open a new avenue of entry into the profession.

Responsibility Focused

In each institution programs of professional preparation should be under the direction of a single administrative office, equal in status to those administering programs of preparation for other major professions. Responsibility should be centered in this office for coordinating institution-wide efforts in the development and operation of teacher education programs.

The statement under study advocates that the teacher education function eventually should be concentrated in both public and privately supported centers of outstanding quality. It is viewed as neither necessary nor desirable that the state provide a teacher education program on each campus of tax supported systems of higher education. However, preparation for teaching in all areas of service is an important obligation, both of the State University system and the State College system. Private institutions offering professional preparation must devote sufficient resources to establish graduate level sequences.

Quality Teaching Needed

All teachers should be highly competent and able to utilize teaching skills appropriate for the maturity of the groups with which they work. This is no less true at the college and university level than it is at elementary and secondary school levels.

Portions of the collegiate program designed explicitly for the technical preparation of teachers should be staffed by persons who have had extensive and successful teaching experience in the public schools. This experience should be renewed through frequent visits, observation, and actual teaching.

College and university teachers are called upon in this statement to as-

sume their responsibilities as members of the organized teaching profession. College teachers should appraise the example they set for prospective teachers. This example is important because it is before the student when he is seriously examining teaching as a career. The example of the college teacher tends to condition the expectations held for all teachers by laymen. This is important to the entire profession.

There is pressing need for adequate financial support of teacher education. Immediate steps should be taken to determine the financial needs of quality programs of teacher preparation and professional agencies should mobilize resources to insure necessary support. Teachers of the highest qualifications must be attracted and retained in colleges and universities. Those who teach teachers should have salaries commensurate with the highest in any field of educational service.

Additional Issues Raised

The document now under study also considers the following issues:

- How best to organize teacher preparation to provide teaching-field specialization
- The desirability of a teaching-field specialization for elementary school teachers
- Appropriate designs for programs of preparation for teaching in the general education sequences of colleges and universities
- Suitable aims for experimentation
- How best to relate theory and practice
- Appropriate range and extent of direct experiences
- How best to utilize recently developed media of communication in teacher education.

—The digest above was written by Dr. Charles E. Hamilton, CTA Teacher Education Executive, and Dr. J. Alden Vanderpool, CTA Consultant in Teacher Education.

See page 18 for statement on credentials.

Dear Professor

I looked over my household tool and repair kit and laughed. A tack hammer, a pair of pliers, a jar of glue, and Scotch tape. I wouldn't know how to use anything more.

Most people are in about the same position with respect to the operation of the public schools that I am in with respect to the maintenance of the plumbing system in my house. They know the general principles behind it, they know what it should accomplish, and they know whether they are satisfied with it.

Some of these people are no better able to decide when homogeneous grouping of students is desirable than I am to decide when it is proper to use a Stilson wrench. And yet they are emphatic in their demands about how the schools should be run.

This is fine and dandy up to a point. I tell my plumber what I want him to do and bawl him out if he fails to do it, especially if I think he has charged too much. But if I try to tell him which tools to use and what position to assume while he wields them, he's likely to talk back and talk back sharply.

Now I've been working around public school systems for a good many years. I've studied them, worked with them, tinkered with them, and I know as much about them as my plumber knows about my plumbing.

And when a man like Mortimer Smith comes around with a chip on his shoulder telling me (not inquiring, but demanding) what courses to teach, what methods to use, what grading system to employ, well—he can just peddle his peanuts somewhere else.

Don

HISTORIC CASE

Court Calls Expert Panel to Testify on Teacher Conduct

Susanville trial sets important precedent in maintenance of professional standards

"MY NEXT WITNESS will be Miriam Spreng, chairman of the Personnel Standards Commission of the California Teachers Association." At the District Attorney's bidding, Miss Spreng took the witness stand—and California teachers took one more long stride in professional status and recognition.

For the first time, a teacher, representing the state professional organization, was to give expert testimony in a court of law concerning a teacher facing dismissal charges for alleged unprofessional conduct.

Scene of this historic event was a courtroom in Susanville, Lassen county, and the time was an October day in 1959.

Miss Spreng, member of an expert panel, had been appointed by the CTA Personnel Standards Commission to investigate charges made by the local board of trustees against Jack Owens, Susanville teacher. Based on thorough investigation, panel findings were that Owens was indeed guilty of unprofessional conduct and his further employment by the school district was "untenable." With this background, Miss Spreng and Richard Matteson, another expert panel member, sat in the tense courtroom, prepared to testify and to present the panel's full report.

Almost three months later, on January 27, Superior Court Judge A. K. Wylie handed down a decision finding Jack Owens guilty of unprofessional conduct, permitting the board to proceed with dismissal. This it did on February 3, 1960.

In another case, panel findings and the judge's decision might have been quite the opposite. But the import would have been the same. These trial proceedings were the culmination of ten years' work by the profession to establish machinery to guarantee that the tenure law could not be abused to protect an incompetent teacher or one whose conduct was unprofessional, but at the

same time to protect the professional teacher from unjust charges.

As the first step toward the realization of this goal, CTA in 1955 proposed legislation which would do two things: (1) recognize expert testimony on questions of competency, professional conduct and fitness to teach, and (2) recognize the Personnel Standards Commission of a statewide professional teachers association as a source for such expert testimony.

Under the proposed law, the Commission would establish a panel of experts whose services could be requested by a governing board contemplating dismissal proceedings against a tenure teacher, or by a tenure teacher facing such action. From the expert panel, members whose training and experience fit a particular case would be selected to conduct an investigation. Report of the investigation would be made available to both parties, and attorneys for either party could then subpoena panel members to appear as witnesses and to introduce the report as evidence.

The Legislature approved this program—unique in the United States—by enacting Section 13417 of the Education Code, and CTA took action to set up its panel of experts.

But until last year, not one panel investigation had been carried out, although panel services were requested nine times. In six of these cases, the teacher resigned when notified that dismissal was planned and that the services of the CTA expert panel would be requested. In two cases, school boards, for reasons of their own, decided to retain the teachers. In the other case, the teacher's assignment was changed and success in the new assignment led the district to drop plans for dismissal.

But the Owens case was different. The governing board had notified Owens of its intention to dismiss him on grounds of unprofessional conduct, dishonesty, and evident unfitness for service.

This action and these charges were prompted by Owens' actions and public statements in connection with a Susanville group called the Public Affairs Forum and by his letters to the editor of the *Lassen Advocate*, the

weekly paper serving that county. In both his forum activities and his letters to the editor, he was abusively critical of the administration, the governing boards and teachers of the public schools of Susanville, Lassen county, and the nation.

When he received the board's notice, Jack Owens asked for a hearing, and at this point the governing board requested the Personnel Standards Commission to use the expert panel to help determine the validity and strength of their charges.

The expert panel invited Jack Owens to join in the request for the study, and to testify before the group. Mr. Owens notified the commission by letter that he would neither join in the request for the study nor appear before the panel of experts.

Through newspapers widely read in the community, an invitation was extended to all interested persons in the Susanville area to meet with the panel if they had information pertinent to the case under study. Earlier, written and personal invitation had been given to all members of the professional staff of the Lassen union high school and junior college, the district's governing board, and to others known to have first-hand information.

Then on September 1, the panel began its investigation. Panel members were:

Miriam Spreng, teacher, San Diego City Schools, Chairman.

Marvel G. Fisher, teacher, Alhambra City Schools.

Margaret A. Ward, teacher, Oakland City Schools.

John R. King, teacher, Bakersfield, and

Richard V. Matteson, Dean of Instruction, Monterey Peninsula College, Monterey.

During its study, the CTA panel established a number of significant findings: (1) as president of the teachers association, Mr. Owens had presented several matters to the board in previous years and was accorded courteous hearing and consideration with most of the teacher recommendations being adopted; (2) Mr. Owens had not presented any complaint or grievance to the board in connection with his 1958-59 public criticisms; (3) though Mr. Owens bitterly denounced the board and its procedures in 1959, he had not attended any meeting for more than a year; (4) none of his criticisms expressed in letters were substantiated by any facts presented to the panel, nor were they supported by any evidence later presented in court.

As a result of the observations, the panel declared that "... does not consider it unethical or insubordinate to oppose the administration, even vigorously, during discussion preceding the adoption of policy. Neither would it be considered unethical to continue to utilize democratic procedures within professional channels in an effort to revise earlier decisions. However, pressing a personal viewpoint in an intemperate manner which manifests disregard or contempt for the opinion or status of a colleague, or which disrupts effective democratic procedures, is not acting in a professional manner."

After three days of intensive hearings, the panel reached these conclusions:

"That during 1959 Jack Owens had not exhausted all professional channels for consideration of what he felt to be current educational problems before he took these concerns to the public. His actions therefore constitute a violation of Section IV 7-f of the Code of Ethics for California Teachers:

'He (the professional teacher) conducts school affairs through the established channels of the school system.'

"Letters to the editor from Jack Owens published by the local press on February 4, February 18, March 4, March 11, April 29 and May 13, 1959, represent a violation of the Code of Ethics for California Teachers, Section IV, parts 1, 6 and 8-d which state that the professional teacher:

'1—Endorses the principle that the profession must accept responsibility for the conduct of its members and understands that his own conduct will be regarded as a sample of the quality of the profession.

'6—Exercises his right to participate in the democratic processes which determine school policy. He recognizes that the board of education, which derives its authority from the people it serves, has placed the responsibility for the administration of school policy in the hands of the professional leaders of the school. Once policy is determined, he supports it.

'8-d—He criticizes with discretion, knowing that only criticism is valid which stems from a desire to improve the educational process and which is directed at issues rather than personalities.'

"Jack Owens was cautioned by his administrator, his colleagues, and the organized profession concerning the direction his letters appearing in the public press were taking. The panel concludes that, regardless of this counseling, he persisted in the deliberate violation of the profession's code.

"The panel's summary conclusion is that Mr. Owens' letters to the editor, published in the local paper, constitute a persistent breach of professional ethics, and represent unprofessional conduct.

"In addition, the nature of Mr. Owens' criticisms concerning the educational system in his district and his method of airing them publicly have seriously alienated his colleagues, the Board of Trustees and the administration.

"The panel concludes that Mr. Owens' continued employment in this district is untenable and would lead only to embarrassment to himself and the district. The antagonism created by his actions has caused a rift, which, if continued, would undermine the educational program to a degree which could not be compensated for even by effectiveness as a classroom teacher."

The next move was legal action. District Attorney James E. Pardee, and his Deputy, Mrs. Paula A. Tennant, acting for the district, chose to use the report as a part of their case and officially notified Jack Owens of this action, and served him with a copy of the report.

The trial opened October 6, and ran for almost three weeks. Panel members Miriam Spreng and Richard Matteson were the last to testify on behalf of the plaintiff, the district attorney considering them as his most important witnesses. After qualifying as experts, they introduced the panel's report and answered questions concerning it. The district attorney was thus able to have the report admitted to evidence.

The significance of CTA's expert panel testimony was shown when the judge, in his written decision, quoted from the CTA's Code of Ethics.

Thus, in its first test, the procedure of expert panel investigation proved sound and workable. California teachers have indeed taken another step toward their goal of becoming a self-disciplining and self-determining profession.

JAMES WILLIAMSON, CTA Personnel Standards Executive

Controversy Is Key to Legislative Session

Increased budget, school construction, and higher education plan among important issues.

NOTHING really important is supposed to happen at an off-season session of the State Legislature like the one that got under way in Sacramento last month.

There's the budget, of course, which must be passed and always is. Otherwise the wheels of government would grind to a halt.

There are the usual outbursts of oratory that hit the headlines, with the Republicans blaming the spendthrift Democrats for the horrible shape of things and the Democrats pointing the finger at the fiscally irresponsible Republicans. And there is the normal quota of emergencies that someone has convinced the Governor can't wait until the regular session next year. So he has called a special session to run at the same time as the budget session.

Normal prospects for a budget session year are for a bit of partisan heat and relatively little light or legislative progress. The Governor and legislators alike would just as soon skip the really controversial issues and get the session behind them as soon as possible.

This year, though, it apparently isn't working out that way. There's plenty of importance on the docket and there's bound to be controversy and significant action before it's over. And education is right in the thick of things!

For instance, there's the budget itself, all \$2½ billion of it, give or take a few million. It's a tight budget for 1960-61, says the Governor; it's a wild boondoggling one, say the critics. However you look at it, it's a big one,

with 42 per cent tagged for education in all its varied aspects.

There's more money than ever before to run the schools, \$679 million in apportionments to local elementary and secondary schools, an increase of \$40 million over last year because of a 200,000 jump in enrollment.

There's more for operating the state colleges and for the University of California, too, a combined total of \$179½ million, of which \$113 million is for the University. In addition there's an item of \$42.5 million for capital outlay for the state colleges, and \$52.2 for construction at UC, the money to come from the General Fund rather than from another bond issue. This proposal already is steeped in partisan controversy.

The budget items earmarked for textbooks, teachers retirement and for operation of the State Department of Education all are up, reflection of the fact that California is getting bigger by the minute. School-wise, the Governor noted, we've grown to the largest in the country. With 3,355,000 pupils in the public schools, California is greater by a half a million than New York State, which is now second to California.

Another item (this one left out of the budget) is causing trouble already. It's the State Personnel Board's recommendation to give state college academic employees an extra five per cent raise over and above the five per cent proposed across-the-board for all state employees. The Governor left it out of his budget. Efforts are under way to amend it

into the budget at a cost of slightly more than \$1,800,000, with CTA in the forefront of the activity. The University also is trying to line up votes for a similar salary boost for its academic employees.

No controversy at this session, did someone say? There will be plenty.

The first special session item the Governor announced he would include in his call, consideration of the master plan for higher education, appears headed for some stormy weather despite the unanimity with which the State Board of Education and the Regents of the University received it. Among the areas of potential disagreement appear proposals for a fiscally independent new board with 16-year terms to run the state colleges and the right of the colleges to go into a full-fledged doctoral program. A constitutional amendment is needed, and that takes a two-thirds vote in both houses, plus some changes in the statutes.

Another king-sized issue is before the Legislature. It is the need for a new multi-million dollar state bond issue to continue the 12-year-old school construction program. The Governor has opened the call to permit placing the issue before the people come the November election.

How big the bond issue will be is the large economy-sized question yet to be settled. CTA has advised the Governor that a bond issue of about \$450 million is needed to keep the program going through 1962 when another proposal could be voted upon. Legislators concerned with the fate of the proposed \$1.7 billion water bond issue on the same ballot would like to see the school bond issue trimmed to the minimum, even though they don't quarrel with the need.

The Governor highlighted his budget message with a statement on the vital role of education:

"There is no better investment for the future of our State and Nation than monies prudently expended in our schools, colleges and universities. This means, quantitatively, that each individual shall have a full educational opportunity consistent with his abilities. Qualitatively, it means we

shall strive continually to raise standards of excellence, not only for sound fundamental training but to develop social, political and ethical understanding of our technological achievements," he said.

The Governor made a pioneering recommendation in the field of educational television by including \$250,000 in his budget to finance experimental work in instructional television by the University of California.

"I am extremely hopeful that there will be developed an integrated effort on the part of educational institutions at all levels to develop public policies in cooperation with the state both economically prudent and educationally sound," he said. ★★

—ROBERT E. MCKAY
CTA Governmental
Relations Executive

Louis H. Heilbron Named President of State Board



LOUIS H. HEILBRON, attorney and member of the law firm of Heller, Ehrman, White and McAuliffe in San Francisco, was elected president of the State Board of Education at the February 10 meeting. He succeeds William L. Blair of Pasadena, who was president of the board for 14 years. A graduate of Lowell high school, San Francisco, and University of California, Berkeley, Mr. Heilbron

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CTA Commission and State Department Differ on Basic Credential Policy

THE STATE COUNCIL of Education in April, 1959, adopted basic policy on licensure of teachers in California. This policy resulted from hundreds of hours of study by interested members of the profession. Opinions were expressed through replies to surveys, through Consulting Groups reports, and through open meetings at local, Section, and state levels. Decisions were reached by elected representatives in the State Council.

CTA proposals advocate a *single teaching credential*, indicating to the public that the possessor thereof has been selected, screened for personal and physical fitness, and that he has completed successfully an approved program of preparation. These proposals include temporary provision for limitation in assignment to specific levels for which the member has completed preparation.

CTA proposals include *two advanced licenses*, recognizing appropriate standards of preparation, screening, experience, and competence for those seeking advanced positions.

Proposals provide for utilization of the services of certain specialists from crafts and other professions through a *certificate system*. These would be used largely for portions of programs in adult and technical education where such services are needed but which do not call for persons prepared as members of the teaching profession and not requiring assumption of the full range of professional responsibilities.

Counter proposals have come from various sources. Chief among these is that of the State Department of Education. Utilizing public hearings and a staff committee, the Department prepared proposals released to the profession in October, 1959. These now include five credential categories, essentially re-grouping existing credentials under inclusive headings. Their list includes a *Standard Teaching Credential* with limited authorizations, a *Designated Subjects Teaching Credential*, a *Designated Services Credential*, a *Supervision Credential*, and an *Administration Credential*.

CTA representatives studied the State Department proposals and found sufficient differences to make necessary efforts to secure their modification. At a meeting of State Department officials and Association representatives, certain modifications were secured.

Meeting with the State Board of Education, CTA representatives explained the basic differences between CTA's position and that of the State Department. Additionally, CTA representatives expressed opposition to asking for the inclusion of licensure reform in the Governor's call of the current Special Session of the State Legislature.

The Commission on Teacher Education of CTA has sought implementation of CTA licensure policy wherever appropriate. Commission members and staff have begun the task of working out suitable solutions to problems inevitable in the translation of policy into specifics.

The Commission does not anticipate that proposals for teacher licensure reform will be considered in the current Special Session. Between now and the next Regular Session efforts will continue to achieve detailed plans which can be supported according to CTA policy.

The Commission contemplates either sponsorship or support of legislation on teacher licensure reform at the Regular Legislative Session in 1961.

EVALUATION IN A BIG-CITY OFFICE

A specialized phase of research in Los Angeles helps measure effectiveness of instruction.

By Howard A. Bowman

RESEARCH organizations in education have as extremes no research at all on the one hand, and on the other some division and allocation of responsibility which establishes a separate unit or office for each of the several kinds of research which, in a very large school system, needs to be done.

A smaller system may have one individual doing all kinds of research; a large system may have quite a number of people, each doing some particular kind of research. These various research offices in the large system may be, and usually are, in different branches or divisions of the system, and each does the kind of research needed in the operation of that division. Sometimes the research done does not even appear in final form as research *per se*, but is incorporated in some larger unit, such as a course of study or teaching guide.

This diversification is, in general, the kind of environment in which the Los Angeles City Schools operate. There are a number of research organizations, only two or three of which actually have the word 'research' as a part of the title of the group. Some of the areas in which research is done are curriculum, personnel, housing, budget, and the general educational program.

This brief account will attempt to describe only the Evaluation and Research Section of the Los Angeles

system. Our chief source of data, but by no means the only source, is a system-wide testing program which encompasses measurement in both scholastic aptitude and educational achievement. The Section's number one charge is to organize and administer such a program, and to include in it all grade levels from the first through the twelfth. Such a program provides for teachers, pupils, and parents a regular and methodical assessment of pupil potential and progress, and permits more effective educational programs with more consistent guidance information. It also provides information which may be employed in the determination of whether a particular kind of instruction (e.g., instruction in English) is really accomplishing what it purports to accomplish. Further, it provides for the Board of Education, and through that agency, the public, information on the over-all accomplishment of pupils at the various grade levels in the school system.

Out of data from the testing program, or as a result of program findings which suggest a need for other data, come many research studies, large and small. Much of this might be called "nose counting" by purists who insist that research must have objectives independent of day-to-day needs for information.

Data arising out of the testing program also permit the development of age-grade-ability charts, tables of expected achievement, and various devices which teachers may use in organizing their classes, or in the interpretation of ability or achievement levels with respect to instruction. Also important is the periodical "item analysis" of some standardized test or battery of tests which has been used. The purpose of this analysis is that of pinning down in minute detail those specific items in the tests which our

pupils are able to answer well or not so well. We don't do this so we can modify our instructional program, but so we can take a closer look at our objectives and how we are meeting them.

Our research concerns itself with our high school graduates to a substantial extent. These are young people who have survived the trip through the rapids and can give us some helpful information. We examine their undergraduate courses and marks, to get some idea of how many have qualified for college, and with what majors, and we examine their progress in college or other post-high school institution, or on the job. The facts we glean will provide a better education for tomorrow's children.

One important phase of the Section's responsibility is its consultant service in the fields of testing, research, and guidance. Teachers, principals, supervisors and others come to us with problems they need to have solved. Occasionally some major research study is proposed, and our help is sought in designing the study and supervising the work of the person or persons actually doing the data-gathering. There is some activity in the area of test construction, in which measures are built to serve in fields where commercial measures are non-existent or inappropriate, and there is the unending job of helping schools to select and obtain by requisition those published instruments which are needed for some particular purpose within the school.

One last function is certainly deserving of mention. This is participation in cooperative research, or in the cooperative deposit of research studies in some central agency. This cooperative aspect helps us all to profit from work done in other school systems. ★★

Dr. Bowman is director of the evaluation and research section in the administrative offices of the Los Angeles City School Districts. He is an active member of the California Advisory Council on Educational Research.

Proposed Amendments to CTA Bylaws

NOTICE IS HEREBY GIVEN, that by action of the state board of directors of the California Teachers Association on January 23, 1960, the following amendments to the CTA bylaws will be considered and voted upon at the meeting of the State Council of Education on April 9, 1960, at Asilomar, Pacific Grove, California. All deletions are printed in ~~strike-out type~~ and all new language is in italics.

THESE AMENDMENTS are the result of an intensive study of the bylaws by the CTA Advisory Panel on Program and Services and subsequent consideration of its recommendations by the state board of directors.

ARTHUR F. COREY
State Executive Secretary
February 8, 1960

ARTICLE I Name and Purposes

AMENDMENT 1

Section 2. Purposes. As supplementary to the purposes stated in the Articles of Incorporation of the Association, it is hereby declared the Association has been established:

a. To secure unified planning and action on all matters pertaining to public education, ~~both within and without the educational profession.~~

Explanation: The words being deleted are unnecessary and redundant.

ARTICLE II Membership

AMENDMENT 2

Section 1. Qualifications. The qualifications of the respective classes of members of the Association shall be as follows:

~~a. Active Members. Any certificated teacher or administrator actively employed in any division of the California public schools, and any faculty member actively employed in the State colleges, the State university, or other higher educational institutions in the State of California, or any other person interested in the advancement of public education and approved for membership by the board of directors, may become an active member upon payment of membership dues. Upon retirement from his employment an active member may elect to become a retired active member.~~

a. Active Members. Any of the following persons may become an active member upon payment of membership dues:

(1) Any certificated person actively employed in the California Public School System or who has been so employed within the five-year period immediately preceding his application for membership.

(2) Any faculty member actively employed in any California institution of higher learning accredited by the Western College Association.

(3) Any professional staff employee of the Association or any of its Sections or Affiliates.

(4) Any person registered with the Association's Placement Service. Upon retirement from his employment an active member may elect to become a retired active member.

Explanation: This is perhaps the most significant change being proposed. This

proposal would delete "interest in the advancement of public education" as a qualification for membership. This amendment would tighten up membership qualifications by essentially limiting membership to persons actively employed in the public schools and the colleges of the state. The amendment would make it possible for the teacher who is temporarily out of teaching to join the Association providing he has been actively employed within five years.

b. Student Members. Any person regularly enrolled in an accredited teacher training institution in the State of California and eligible to become a member of the ~~California Student Teachers Association~~ Student California Teachers Association under the Constitution of that association may become a student member upon payment of membership dues.

Explanation: Refer to explanation under Amendment 18.

AMENDMENT 3

Section 5. Privileges of Active and Life Members in Good Standing. Active and life members in good standing and in active service in any division of the public schools of California or as a member of the faculty of a higher educational institution in California shall be entitled to the following privileges:

e. Receipt of ~~publications and reports~~ the official publication of the Association.

Explanation: With the expansion of the program of CTA there are many reports and publications which cannot be published in quantity to go to all members. The official publication is now the CTA Journal.

AMENDMENT 4

Section 6. Obligations of Membership. Members of the Association shall be subject to the following obligations:

d. Conformity with the ~~codes~~ code of professional ethics adopted by the Association, ~~and by the National Education Association.~~

Explanation: Recent developments which give legal status to our Personnel Standards Commission make it advisable to be specific about what code of ethics will be used in legal cases involving the determination of unprofessional conduct. We hope soon to have one code of ethics for teachers in America but in the meantime it has been advised we should be specific.

AMENDMENT 5

Section 8. Termination of Membership. Membership in the Association shall terminate upon the death or resignation of the member. Membership may also be terminated under the following circumstances:

b. After due and proper investigation the board of directors may, by a two-thirds vote by secret ballot, expel any member for any of the following reasons:

(1) Flagrant or continued violation of recognized professional standards, including the provisions of the ~~codes~~ adopted code of ethics of the Association, ~~and of the National Education Association.~~

Explanation: The explanation is identical with that given above for Amendment 4.

ARTICLE III Board of Directors

AMENDMENT 6

Section 2. Nomination and Election. Directors shall be elected ~~by written ballot~~ by the State Council of Education at its annual meeting. Nominations for directors shall be made by Sections, in accordance with the rules established by each Section. The names of candidates for the board of directors shall be placed formally in nomination only by the authorized representative of each Section.

Explanation: This amendment drops the mandatory provision for a written ballot for electing Board of Directors since this election is now routine. The nomination is made by the Sections and the election by the Council is routine.

Section 5. Meetings of the Board. The board of directors shall hold not less than four stated meetings each year, one of which shall be held immediately following adjournment of the annual meeting of the State Council of Education and the others at such times as may be designated by the board and published in the September issue of the official ~~journal~~ publication of the Association. The meeting held immediately following adjournment of the annual meeting of the Council shall be known as the annual meeting of the board. Special meetings may be called at any time by the president or, if he is absent or unable or refuses to act, by any six or more directors. Meetings may be held at any place within the State of California which may be designated from time to time by resolution of the board or by written consent of all members of the board. Notice to the directors of the stated meetings of the board shall not be required. Written notice of the time and place of any other meeting shall be delivered personally to each director or mailed or otherwise sent to him at his address as it is shown on the records of the Association at least 10 days prior to the date set for the meeting. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place be fixed at the meeting adjourned.

Explanation: Refer to explanation under Amendment 16.

AMENDMENT 7

Section 8. Powers and Duties. The board

of directors shall have the following powers and duties:

e. To incur indebtedness in the name of the Association, ~~subject to the limitation that the amount of such indebtedness shall not exceed fifty cents (50c) per member unless authorized by a two-thirds vote of the State Council of Education.~~ for such sums as are necessary for current operations and any sums for a major project of the Association, provided that such project has been approved by the State Council of Education.

Explanation: The limit of 50c per member on indebtedness is no longer practical. The need for limitation is found in the determination to undertake major projects, the approval of which would require Council action.

AMENDMENT 8

Section 8. Powers and Duties. The board of directors shall have the following powers and duties:

~~a. To appoint an Ethics Commission which shall have such organization, functions and duties as may be prescribed in the Standing Rules of the Association.~~

n. To establish such commissions as are provided for in the Standing Rules of the Association and to prescribe their organization, functions and duties.

Explanation: The original subdivision referred only to the Ethics Commission. The new name is Personnel Standards Commission, and there are now four other commissions. The amendment makes the provision general and inclusive of the new commissions.

ARTICLE V

The State Council of Education

AMENDMENT 9

Section 1. Functions. The State Council of Education shall be the state-wide representative body of the Association and shall have the following functions and powers:

d. To determine the amount of the membership dues; provided that notice of any proposed change in the amount of said dues shall be given to the members of the State Council of Education at the meeting immediately preceding the meeting at which such change is voted upon and shall be published in the official journal publication of the Association at least 10 days prior to said latter meeting.

~~g. To authorize the board of directors to incur indebtedness on behalf of the Association in an amount exceeding fifty cents (50c) per member, provided that the granting of such authority shall require a two-thirds vote of the Council.~~

g. To approve a major project of the Association which might involve substantial indebtedness, providing that the approval of such a project shall require a two-thirds vote of the Council.

Explanation: This amendment spells out definitely the powers of the State Council to control the assumption of indebtedness for major projects to be undertaken by the Association.

AMENDMENT 10

Section 1. Functions. The State Council of Education shall be the state-wide representative body of the Association and

shall have the following functions and powers:

h. To elect nominate the California State Directors of the National Education Association.

Explanation: This amendment merely corrects an error in the existing bylaws. The CTA cannot elect NEA Directors. This is done at the NEA Representative Assembly. The CTA may nominate. In actual practice this is tantamount to election but technically is a nomination.

AMENDMENT 11

Section 2. Composition. The State Council of Education shall be composed of the following appointive and elective representatives:

h. The president of the California School Trustees Boards Association, ex officio.

Explanation: This amendment merely brings the bylaws up to date by specifying the correct name for this organization. The name has been changed from "School Trustees Association" to "School Boards Association."

AMENDMENT 12

Section 3. Qualifications of Elective Representatives. Any active member of the Association, in active educational service and in good standing in the Section represented, and meeting any additional qualifications fixed by the bylaws of the Section, shall be eligible for election to the State Council of Education.

Explanation: Legal counsel has ruled that the Sections have power to add to the qualifications established by the state association for members of the State Council and this amendment spells out this fact in specific language.

AMENDMENT 13

Section 5. Election and Term of Elective Representatives. Elective representatives shall be nominated and elected in accordance with the provisions of the bylaws of the Section represented. Each elective representative shall hold office for a term of three years, commencing on January 1st of the year following his election. Elective representatives shall be eligible for re-election, but no person shall serve more than three full terms consecutively. ~~after the effective date of these bylaws.~~ In the event that an elective representative is elected to the board of directors, the Section represented shall be entitled to an additional representative-at-large, to be chosen by the governing body of the Section and to serve for the remainder of the unexpired term of the person so elected.

Explanation: This is a technical change which merely deletes a phrase which is no longer necessary.

AMENDMENT 14

Section 6. Alternates and Vacancies.

b. Certain Ex Officio Representatives. If the president of the California Congress of Parents and Teachers or the president of the California School Trustees Boards Association is unable to attend a meeting of the State Council of Education in person, he or she may appoint an alternate to attend such meeting to represent his or her association. ~~and such alternate shall have the same rights and privi-~~

~~leges as would be accorded to such ex-officio representative, if present in person. Such alternates shall have the same rights and privileges as alternates for elective representatives as specified in subdivision a of this section.~~

Explanation: This amendment provides the same privileges for alternates representing certain ex officio members of the Council as is provided by amendment 15 for regularly elected members of the Council.

AMENDMENT 15

Section 8. Committees and Commissions. The board of directors shall appoint such standing and special committees and commissions of the State Council of Education as it shall deem desirable. Appointments to standing committees shall be for a term of one year unless otherwise specified by the board. All standing committees shall hold regular meetings in conjunction with sessions of the State Council of Education. The members of commissions and special committees shall serve for such periods and hold such meetings as their respective assignments may require, or until discharged by the board. All meetings of standing and special committees and commissions except those in conjunction with the State Council of Education shall be held at such times and places as approved by the board. Expenses of standing and special committees and commissions shall be paid out of general funds of the Association. A member of a committee or a commission shall not be permitted to exercise the right to vote or any other right pertaining to such membership through a proxy or alternate.

Explanation: This amendment establishes the policy that there shall be no alternates for committee or commission meetings. There has been some question as to whether an alternate to the State Council could vote in committee meetings. This amendment definitely establishes the fact that Council alternates are not authorized to act as alternates in committee meetings. The Council is a deliberative body while a committee or commission is a working group. Many technical problems are before these working groups which require the background of previous discussion and study. The person who attends but one meeting is often not in a position to vote intelligently.

AMENDMENT 16

Section 9. Meetings. (The third paragraph in this section shall read as follows.)

Notice of the time and place of each regular meeting of the Council shall be published in the official journal publication of the Association at least two weeks prior to the date set for the meeting. No further notice of regular meetings shall be required.

Explanation: This amendment seeks to define the official publication of the Association in such way that the bylaws will not require change in the future if the name or nature of the official publication is changed. This same proposal is being made in several other amendments.

AMENDMENT 17

(Delete Section 14 and substitute the following.)

Section 14. State Directors of NEA. The State Council of Education shall nominate State Directors representing the State of California on the board of directors of the National Education Association, with the exception provided for in subdivision e of this section, in accordance with the following procedure:

a. During the period of time in which California is entitled to three State Directors only, one State Director shall represent the area comprising the geographical limits of the Southern Section, the second State Director shall represent the area comprising the geographical limits of the other five Sections, and the third State Director shall be nominated as provided in subdivision e of this section.

b. During the period of time in which California is entitled to four State Directors only, two State Directors shall represent the area comprising the geographical limits of the Southern Section, one shall represent the area comprising the geographical limits of the Bay Section, and the fourth shall represent the area comprising the geographical limits of the remaining four Sections.

c. During the period of time in which California is entitled to five State Directors only, two State Directors shall represent the area comprising the geographical limits of the Southern Section, one shall represent the area comprising the geographical limits of the Bay Section, and one shall represent the area comprising the geographical limits of the remaining four Sections. The fifth State Director will be nominated as provided in subdivision e of this section.

d. Sections or areas entitled to State Directors shall select candidates to present to the State Council of Education for nomination by the Council at its December meeting in the year preceding the year in which the term of the incumbent State Director expires, except under the circumstances provided for in subdivision e. Any member of the Association who has also been a member of the National Education Association for the preceding three years and who is a resident of the area to be represented may be selected for nomination to the office of State Director, whether or not he is a member of the State Council of Education. The names of the candidates for State Director shall be published at least once in the official publication of the Association between the date of the December meeting at which they were nominated and the date of the succeeding April meeting of the Council.

e. During the periods set forth in subdivisions a through c, one of the State Directors shall be nominated by and from the board of directors of the Association. The State Director nominated by and from the board of directors may represent any of the Sections of the Association. During the period set forth in subdivision b, the board member nominated by the board of directors shall automatically be considered to be one of the nominees to which any Section or

area is entitled; Sections or areas from which the board-nominated State Director comes will be given sufficient notice of the board nomination so that duplication of candidacy may be avoided at the Council meeting in December.

f. If during his term of office any State Director dies, resigns, or becomes unable to serve his full term, or if he ceases to be a resident of the Section or area which he represents, his office shall be deemed vacant. His successor shall be selected to fill the remainder of the term in the same manner in which the nomination was originally presented, either by selection of the Section or area concerned, or by nomination from and by the board of directors. Nominations by the State Council of Education to fill vacancies among the State Directors shall be made at the next succeeding meeting of the State Council which follows the vacancy, or if the vacancy occurs between the April meeting of the State Council and July 1st, the nomination shall be made by the board of directors. Any person who would be eligible for election to a regular term as State Director shall be eligible to fill such vacancy. Any representative or alternate who would be eligible to vote at a regular election for State Director, shall be eligible to vote at an election to fill such vacancy.

Explanation: This amendment seeks to provide the method of nominating NEA directors as the number of directors to which California is entitled increases. If this is not done in advance, very difficult problems are created.

ARTICLE VII

AMENDMENT 18

~~California Student Teachers Association~~
Student California Teachers Association
Section 1. Composition. The student members of the Association shall also be members of the ~~California Student Teachers Association~~ Student California Teachers Association.

Section 2. Purposes. The purposes of the ~~California Student Teachers Association~~ Student California Teachers Association shall be to provide a means of active cooperation among student groups in the teacher training institutions of California, and to stimulate professional attitudes among student teachers.

Section 3. Constitution and Bylaws. The qualifications of members, the internal organization, the duties of officers and other matters pertinent to the organization and operation of ~~California Student Teachers Association~~ the Student California Teachers Association shall be set forth in its constitution and bylaws, which shall be subject to the ratification and approval of the board of directors of the California Teachers Association. Any amendment to or revision of such constitution and bylaws shall also be subject to the ratification and approval of the board of directors of the California Teachers Association.

Section 4. Advisor. The ~~California Student Teachers Association~~ Student California Teachers Association shall be under the general supervision of an advisor appointed by the state executive secretary with the approval of the board of directors of the Association. The ad-

visor shall present an annual report of the activities of the ~~California Student Teachers Association~~ Student California Teachers Association to the State Council of Education at its annual meeting.

Section 5. Expenses. The expenses of delegates to regular conferences of the ~~California Student Teachers Association~~ Student California Teachers Association, as provided in the constitution of that association, and such other expenses of the ~~California Student Teachers Association~~ Student California Teachers Association as may be approved by the board of directors of the California Teachers Association shall be paid by the California Teachers Association.

Explanation: The student group in CSTA has for nearly a year studied the change of name. It appears that there is a widespread feeling that the name Student California Teachers Association comes much closer to identifying the group with CTA than does the present California Student Teachers Association. The present name, to many observers, conveys only a general categorizing of all student teachers. The present CSTA Council has twice considered and approved the change, which in its judgment will identify the organization as a function and part of CTA.

ARTICLE IX

Local Chapters

AMENDMENT 19

Section 1. Purposes of Chartering of Local Chapters. The purposes for which Local Chapters are organized shall include the following:

b. To make more readily available to ~~teachers and administrators~~ members the services of the Association.

d. To furnish the means, at the local level, whereby the individual member may participate in the initiation and development of policy for the Association.

e. To serve, as far as practicable, as the basis upon which representation to the Section or area Councils shall be determined.

Explanation: The first change merely substitutes one word for three. The second change spells out in a new paragraph the function of the local chapter to provide individual member participation in policy making for the Association.

ARTICLE XI

Official Publication

AMENDMENT 20

~~The California Teachers Association Journal shall be the official journal.~~
There shall be an official publication of the Association and any notice required by law or by these bylaws to be given to the members of the Association or of the State Council of Education may be given to such members by publishing the notice in said official ~~journal~~ publication.

Explanation: This amendment is identical in purpose to Amendment 16 and is subject to the same explanation.

ARTICLE XII

Initiative, Referendum, and Recall

AMENDMENT 21

Section 1. Initiative. Upon the presentation to the state executive secretary of a

Turn to page 25

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(Continued from page 22)

petition signed by 10% or more of the members of the Association requesting that a proposal affecting the Association or its activities be submitted to a vote of the membership, the board of directors shall publicize such proposal in the official *journal publication* of the Association and shall submit such proposal to a vote of the membership within 90 days after the presentation of the petition. If such proposal is approved by a majority of the active members voting, the board and the State Council of Education shall place such proposal into effect.

Section 2. Referendum. Upon the presentation to the state executive secretary of a petition signed by 10% or more of the members of the Association requesting that any action or proposed action of the board of directors or of the State Council of Education be referred to a vote of the membership, the board shall publicize such request in the official *journal publication* of the Association and shall refer such action or proposed action to a vote of the membership within 90 days after the presentation of the petition. The board and State Council of Education shall abide by the decision of the majority of the active members voting.

Section 3. Recall. Upon the presentation to the state executive secretary of a petition signed by 10% or more of the members of the Association in the Section represented by a member of the board of directors requesting that such board member be recalled, the board of directors shall publicize such request in the official *journal publication* of the Association within 60 days after such presentation and shall submit the question of the recall of such board member to a vote of the State Council of Education at the next succeeding meeting following publication. If two-thirds of the members of the State Council of Education present vote to recall such director, his office shall be declared vacant.

Explanation: This amendment is identical in purpose to Amendment 16 and is subject to the same explanation.

ARTICLE XIII

Amendments

AMENDMENT 22

Section 2. Notice and Publicity. After an amendment or amendments to these by-laws has been proposed a copy thereof shall be delivered or mailed to each representative to the State Council of Education, and a copy shall be published in the official *journal publication* of the Association. Such delivery or mailing and publication shall be completed at least 30 days prior to the meeting of the State Council of Education at which action on the amendment or amendments is to be taken. A recital in the minutes of the meeting at which such action is taken that such delivery or mailing and publication has been duly accomplished within the time herein specified shall be conclusive evidence of such fact.

Explanation: This amendment is identical in purpose to Amendment 16 and is subject to the same explanation.

LAW . . .

(Continued from page 7)

courts review the findings of such agencies. The Bar is representative; its board of governors is elected by the lawyers of California and is responsible to them as well as to the Court and the public.

The more nearly a group of people come to govern themselves by their own officers, and under their own rules, the more nearly they approach the ideal of a profession. The theory is—and it seems well founded—that the profession is much more able to encourage good behavior and punish bad behavior than is the general law.

A lawyer who breaks a professional confidence or a doctor who reveals the secrets of a layman is subject to formal sanctions. A lawyer may be disbarred for violating his oath.

Paradoxes of professional duty grow out of two things: (1) the nature of a professional service which nearly always has a public dimension and (2) the ignorance of most people about the technical subject matter of the profession. This leads to serious public relations problems which the professions (teachers included) are encountering. For it is a good rule of thumb that what people don't know they fear and what they fear they come in time to hate.

Like other professionals, teachers face a public which, from antiquity, has placed them both above ordinary men and below them. One of the great masterpieces of education is Plato's *Republic* and his *Laws*. In both he extolls education far above all other occupations and makes it a keystone of society. Yet, when he comes to pick his teachers, where does he find them? Among the slaves.

The public overrates and underates the accomplishments of a profession. How can a people who believe that education is the most important single activity of a society at the same time put its teachers in positions of embarrassment and indignity?

Today's professional finds himself living in an irrational sort of world.

Turn to page 29

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Wanted: Creative Universities

By Frederick Mayer

SOMEONE asked me recently to name a truly exciting university. I was unable to think of such an institution.

The reasons for this condition are complex. In the first place, our universities are based upon the German ideal of scholarship. Their basic idea is to conserve the knowledge of the past. Their scholarship deals not with the broad vistas of knowledge but with minute details. In the second place, the capacity of students is underestimated. They are spoon-fed. They are given routine assignments. Their capacity for creative work is only rarely explored.

It might be objected that most of them are unable to do independent work and that they are extremely weak in fundamentals. Any student who is motivated and who has caught the spark of knowledge can live up to high standards. The worst indictment of our universities is that they make smug compromises with mediocrity.

Too often in the process of higher education students and instructors are essentially strangers. The instructor sees a multitude of faces in front of him and he feels obliged to cover so much material per lecture hour. He speaks mechanically, using the same notes over and over again. The student, on the other hand, listens with apathy and occasionally makes notes so that he can pass the examination. He reacts on a reflex level; he does not really think creatively during the class.

Dr. Mayer is professor of humanities at the University of Redlands. A frequent contributor to the Journal, he is also author of Education and the Good Life (1957), Education for Maturity (1956), Philosophy of Education In Our Time (1958), and Our Troubled Youth (1959).

When education becomes creative, it is like a drama in which there are no spectators. Now the student assumes a new role; he does not sit passively; rather he feels personally involved in the educative process. His questions have a sense of urgency. When the hour is over, he feels that only a few minutes have passed. The material which has been covered has a personal significance.

Teaching is the center of the college curriculum. Yet the teacher occupies a secondary position. Usually he is overburdened by too many classes, too many committee meetings, and if he wants to advance he has to write articles and books. Economically, his position is still inferior.

When we study the history of universities, we find that in the Middle Ages great teachers arose, like Abelard, who attracted thousands of students. They needed no elaborate buildings, no alumni associations, no administration. "*Simplify, Simplify,*" was the advice of Thoreau to mankind and this counsel can be extended to our universities.

The task of higher education is not merely to transmit the lessons of the past but to anticipate the structure of the future. We grow in wisdom when we live by our expectancies and by our hopes. Universities have an *existential* function. The knowledge of the past and the present has a subjective meaning. It exists not only as a collection of facts but also as values which have to be reinterpreted by every generation. It reminds the student of his own possibilities, it stirs his imagination, it gives him a purpose which illuminates his entire existence.

A great university is distinguished by warmth; students are regarded as individuals, not as numbers in a roll book; friendliness and unending willingness to experiment are the keynotes of such an institution.

A great university has a sense of social mission. It abhors the ivory tower like a deadly sin. It is conscious of its community and world responsibilities. It is a center of action as well as of knowledge. It pioneers in human relations, in overcoming prejudice and bias and all forms of provincialism.

An institution represents the impact of personalities. Our culture is inadequate because too many of our intellectuals are unexciting. They are too smug, too cold, too much immersed in the maze of triviality. They lack real humanity. They fail their students because many do not have a real faith in education.

Such a faith is needed as never before. We need a faith in education not as an abstraction but as a living process of interaction and relatedness. Education should challenge our ablest and most dedicated minds. It demands total loyalty.

Let our universities cease to be social centers; let them abandon their emphasis on the formal academic ritual; let them fight the cult of conformity. Let them become centers of creativity in which real individuality is treasured and in which scholarship becomes a soul-searching way of life. Let them relate theory and practice and ideal and actuality. Let them pioneer in new ways of teaching. Let them have great artists and scientists and philosophers in residence. Let them treasure science and poetry. Above all, let them be institutions of warmth and encouragement—and then we shall have a new culture which will rival that of Athens.

Finally, the universities should combat the forces of irrationality which are threatening the survival of Western civilization. Progress can be achieved only through the disciplined use of reason in an atmosphere of freedom and enlightenment. The advancement of our universities depends upon their atmosphere. Either they will provide a narrow environment and inhibit creativity, or they will create an atmosphere of genuine scholarship, inspired teaching, and independent thinking. This is a formidable challenge. ★★

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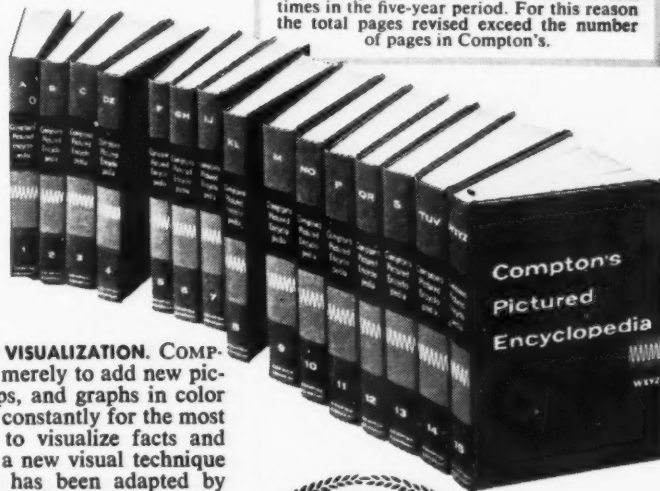
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HARRY A. FOSDICK, CTA Public Relations Executive

Salary Policy

Q. It seems that only new teachers get a break under the salary policies followed by our district. The basic schedule hasn't been changed for many years. An increase in the amount of increments has been the only revision. When this is done, teachers already employed receive their former salary plus one of the enlarged increments and move back on the schedule to comply. The maximum keeps getting farther away. For example, if the starting salary last year was \$4500 plus \$100 increments each year for 15 years, the top would be \$6000. Then the increment was changed to \$200—again for 15 years. Now the top is \$7500. I had taught here three years. My salary last year was \$4500 plus two increments, or \$4700. This year my salary became \$4900, while a new teacher employed with credit for three years of outside experience would receive \$5100.

Our superintendent tells us that placement of old teachers according to the new scale would constitute retroactive pay, hence would be illegal. Is this in accord with the law?

Ans. The board's salary policy might be worded in a manner which made this illogical and unjust practice legal on the grounds that it is non-discriminatory—treats all employees with like background equally. However, the claim that current employees cannot be properly placed on a new salary schedule certainly is erroneous. In fact, the policy would have to be carefully worded to avoid a requirement of doing just that.

It has been a long time since we've encountered this kind of practice in California school districts. Much more common and reasonable is the adoption of a new policy and the immediate classification of all teachers in accordance with the new schedule. It might be advisable for you to sub-

mit your salary schedule along with the exact wording of the motion by which it was modified, as recorded in board minutes, and request a legal opinion.

Retirement

Q. I expect to retire next June after 11 years of teaching in California, two of those years being in 1918 and 1919. Can I withdraw all the money the CTA has withheld, or must I leave it with them and accept their monthly payments? Which would likely give me the greatest return? (My age at retirement will be 61).

Ans. First, may I correct one erroneous impression you expressed—the CTA has not withheld any money from your monthly salary. These deductions are for the State Teachers Retirement System, which is operated by the State, not the Association.

You may withdraw the total amount of your contributions plus accumulated interest. At your age, however, it is quite likely that the benefits you would receive in monthly payments would soon exceed the amount of your contributions.

If your own chapter does not have a retirement committee chairman familiar with the retirement law who could review your situation with you, I suggest that you consult with a CTA staff member in your Section who could examine your individual retirement status and compute the benefits you could expect.

Parental Interest

Q. My daughter attends high school in a district near the one in which I am a teacher. She is having great difficulty in one class, and the problems she reported disturbed me because they indicated teaching weaknesses and inconsistencies. I

could not arrange a conference immediately, so I communicated my worries to the teacher in a letter. I had not expressed the same thoughts to my daughter, nor did I show the letter to anyone else. The teacher, however, showed the letter to the principal, the superintendent, and several other teachers. When we finally arranged a conference with the principal, the teacher accused me of unprofessional conduct in suggesting possible criticisms in a letter, and the administrators appeared to support his view. Is it unprofessional for a teacher to criticize another teacher in a private letter? (A copy of the letter addressed to the other teacher, omitting the name of the addressee, was enclosed with this inquiry.)

Ans. Person-to-person criticism, verbal or written, on professional matters certainly could not be considered unprofessional under the interpretations which have been rendered by the CTA Personnel Standards Commission. Had you shown your letter to others, or expressed the same criticisms to others without having discussed them with the teacher, the indictment would have been warranted.

Having expressed this support of your ethical position, however, I must qualify it with some comments about judgment. You were writing as a parent and your reactions were typical (even to some extent desirable) parent expressions. However, just as a superintendent can never make a statement as a citizen without having that declaration identified as coming from the top school administrator, neither can you relinquish your role as a member of the teaching profession, even while reacting as a parent.

Your letter (to the other teacher) assumed that your daughter's reports of the class were completely accurate. You had not observed widespread cheating on tests, you had not checked records for percentages of failures, and you had only one side of the story on the dispute about your daughter's attendance at a meeting. Yet your letter expressed acceptance of these reports as facts.

A teacher, more than most other parents, should realize that even

though a child has exceptional integrity, his observations and reporting of matters in which he is deeply involved can be highly misleading. I have found this true of honest adults as well. You would have exhibited far better judgment to withhold your criticisms until you had an opportunity to discuss the problems with the teacher in person. Maybe he has problems you don't know about. He might have some he doesn't know about. Certainly the accusations contained in your letter offered little hope for future cooperation in solving the problem which most concerned you—your daughter's success in the class.

CORRECTION: In the question and answer regarding "Playground Supervision" (CTA Journal, February, 1960), reference is made to a new law or new Education Code Section. This law is not new. Section 13712 has long made it clear that part-time playground supervision does not require certificated personnel.

LAW . . .

(Continued from page 25)

He gets praised where he least deserves it, indifference when he deserves praise, and blame when he's done no harm.

What's the remedy? Teachers should banish the implicit assumption that the people are stupid. They should be smart; they were your students. They act irrationally because you have not taught them the ethical and technical requirements of your profession.

In modern times we have had to solve the problem of the "dedicated" professional. Florence Nightingale imparted such a noble image of the nurse that it shocks the American people when nurses ask for enough to live on and to live in comfort in their old age.

Likewise with teachers. In some ways your public relations and your ethics are so high that people expect you to do the exacting work of educating their children without understanding, without sympathy, and most of all, without the community support of which Plato spoke. Without reciprocity, no real education can take place.



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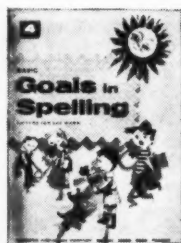
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HEILBRON . . .

(Continued from page 18)

received a BA degree in 1928 and a bachelor of laws degree in 1931.

He was assistant to the dean of men at UC, 1928 to 1951. From 1944 to 1946 he was a major in the U. S. Armed Forces. He has served as attorney for the state relief administration and the board of economic welfare in Washington. Former president of the San Francisco Public Education Society, he has been an active supporter of adult education and was one of the founders of KQED, educational television station.

Mr. Heilbron was appointed to the board in March 1959. He is married and has two sons.

Three new members of the board of education were appointed by Governor Brown January 25 to serve four-year terms. They are:

Warren M. Christopher, 34, attorney and member of the Los Angeles law firm of O'Melveny & Myers, had served as special counsel during the first three months of the Governor's term. A graduate of USC, *magnum cum laude*, he also holds a law degree from Stanford University. He is a member of the board of governors of Town Hall and is a U. S. Navy veteran. He is married and has three children.

Mrs. Talcott Bates, a graduate of Barnard College, is the wife of a Monterey physician. She has a masters degree from Washington University, St. Louis. A former member of the Monterey high school and elementary school boards, she served as president 1954-57. She has been active in the League of Women Voters and AAUW. She is the mother of four children.

Donald M. Hart, 44, president and general manager of S. A. Camp Motor Co. of Bakersfield, is a graduate of Santa Barbara State College. He taught briefly in Kern county. He serves as police commissioner of Bakersfield and is an Air Force veteran. Mr. Hart has long been active in programs for handicapped and retarded children and in employment of the handicapped. He is married and has three children. ★★

ARCHITECTURE . . .

(Continued from page 8)

ing industry and the profession of architecture to insure the advancement of the living standards of our people through their improved environment; and to make the profession of ever-increasing service to society."

Before becoming a corporate member of the A.I.A., every architect must obtain a state license in architecture. This requires at least a bachelor's degree in architecture from an accredited university and a minimum of two years apprenticeship in an architect's office. The examination itself is a very difficult one, taking four days. Tests are given in design, structural and mechanical engineering, specifications and office practice. After passing the written examinations, an applicant must then appear before the State Board of Architectural Examiners for an oral review. By comparison, the examination for an architect is equal to those of the medical or legal profession, both in standards and the numbers who pass.

Every profession must establish standards which are recognized by its members and the public. The A.I.A. has established such standards and its members endeavor to adhere to them. This means a higher purpose than mere protection of the professional interests of its members. The A.I.A. insists, as a prerequisite of professional standing, upon the observance of good faith and honor between the architect and his client and between fellow architects. An architect's best service can never be in variance with his client's best interests. He must constantly endeavor to raise the standard of his professional competence and ethical practice. Corporate members of the A.I.A. are subject to discipline by the Institute for unprofessional conduct or actions detrimental to the best interests of the profession.

In carrying out a commission from the inception and preparation of preliminary studies, through the drafting of working drawings, the writing of specifications, to the actual construction, he often finds himself in

the position of a coordinator of a complex project. There are not only problems of architectural design but many engineering parts, structural, mechanical, electrical, soils, acoustics, etc., all of which he must be familiar with, evaluate and incorporate properly into the drawings. In even the simplest projects there are 30 to 40 different principal trades or crafts, all of which require consideration, selection, detailing, specifying and coordinating.

So the profession of architecture calls for men of the highest integrity, judgement, business capacity and technical and artistic ability. It is the architect's privilege to translate the building needs of people into beautiful structures reflecting their desires, hopes and faith in the future. When this is accomplished the ideals of the profession of architecture have been realized. ★★

DENTISTRY . . .

(Continued from page 9)

determine that which is "proper." This is not to say that because one is a professional his decisions are to go unjudged. Irresponsibility is never so deadly as in the case of the professional and inevitably and swiftly leads to the destruction of status.

Ethics is the result of three basic ingredients. They are intelligence, education, and integrity, all belonging to the individual alone. Basic intelligence is necessary properly to direct the use of the knowledge at hand, and knowledge in the specific field is necessary to limit and determine the area of action permissible. Integrity is the basis for the courage and force with which to produce the action. Special knowledge begets special responsibilities, requiring intelligence directed by a keen sense of these responsibilities. The most unprofessional thing a professional can do is use this special knowledge and intelligence to operate improperly in an area beyond his special field.

We may sometimes use the term "integrity" descriptively in regard to groups, but only descriptively. Knowledge is obtained only by individuals also, not by groups or or-



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The workshop is designed to promote a better understanding of the place of aviation in relation to the economic, political, geographical, and social standards of our age. This workshop covers the latest developments in aviation and in missile development.

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Workshop staff will comprise leaders in the fields of aviation and education, including specialists of the aircraft industry, Civil Air Patrol, U. S. Air Force and Navy, airlines and others. Some scholarships will be available. Registration is limited. Students are entitled to housing, meals, and other facilities of the bases at minimum charge. Air transportation between Portland and site of the last week's session provided by the military establishment.

For additional information contact:

Robert J. Gridley, Coordinator of Workshops

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ganizations. Such elements may promulgate or put to use the knowledge of individuals, but it first must come from individuals. Obtaining and maintaining professional status is a question of knowledge and integrity and thus is purely an individual problem.

Among the recognized professional fields, knowledge is gained in the schools. The responsibility of the school to provide the opportunity for the student to obtain the necessary knowledge is paramount. Even so, the basic responsibility falls directly upon the student. The student's integrity comes into play at once. It is involved in gaining the knowledge and, also, in putting the knowledge to use. Both knowledge and integrity are attested to when the educating institution grants that student his degree. Thus, we see that professional status is made possible by the educating institution. The professional's license is merely acknowledgment by the state that he can now engage in the practice of his profession within the state's jurisdiction. The state demands establishment of this status before granting such permission.

The granting of such a license is authorized by law or statute and actually has no bearing upon the professional status of the individual. Such status can no more be created by fiat, law or statute than can virtue. It would seem only just to accord to teachers the same basic procedure for the establishment and maintenance of professional status. Surely it is, also, due and profitable in their case as in the case of any other professional field.

Doubt, in regard to professional status, is an eroding, destructive force. It must not be tolerated. If teachers have doubt as to their true status it can be for only one of two reasons. Either they are qualified as professionals but are not certain of their status or they are not qualified and can do nothing but doubt. The solution is actually quite simple. In the first case, do away with the doubt once and for all. In the second case, qualify and irrevocably dispel the doubt. ★★

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Section Has Fund For Legal Help

FINANCIAL ASSISTANCE to members on professional legal problems is a special service provided by CTA Southern Section which was inadvertently omitted from the comprehensive article published in February issue of *CTA Journal*.

A legal fund committee was established by CTA-SS board of directors four years ago.

According to Richard T. Haley, director of personnel services, Southern Section is the only subdivision of CTA having an established fund for legal aid.

In the event of legal action, whether or not the case actually goes to the courts, the member applying for aid from the legal fund shall pay the first \$50, with the fund paying up to 75% of any additional cost but not more than \$500.

In a legal action involving immorality or other criminal charges or charges involving communism or subversive activities, financial assistance shall be denied if the applicant pleads guilty to the original or a reduced charge, or if the applicant is declared guilty by court proceedings.

In all cases qualifying for financial assistance, the member selects his own attorney. Southern Section does not recommend any specific attorney or panel of attorneys. Financial assistance, if any, is paid directly to members.

During the past school year the legal fund committee approved five applications for financial assistance on professional legal problems.

All legal fund assistance is limited to the first and original court of hearing, and the granting of such assistance is completely discretionary with the legal fund committee.

Applications are disapproved when the applicant's actions are contrary to CTA policy. The applicant must be a member of CTA in good standing and must have been a member at the time the events or situations occurred which gave rise to the legal problem. The problem must be professional in nature, originating in a school situation. ★★

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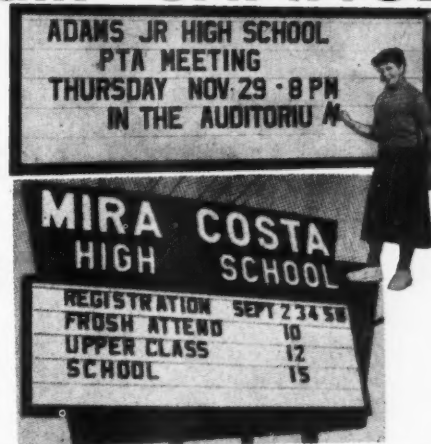
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PASS OR FLUNK?

Teachers Aren't Fair

This short short story by
DON ROBINSON contains
a sound philosophy about
pupil grading.

PETE choked back the tears and bit his lip. He was 16 and a junior and he hadn't cried for three years. He didn't intend to cry now, but what can you do when a teacher is so unfair? There, on his report card, in bold, unmistakable marks, was C in History, and he knew he deserved a B.

It wasn't just that Pop had promised him he could drive the family car if he made the Honor Roll, though that was mighty important. It was mostly the agonizing feeling that he was right and was powerless to do anything about it.

There was one thing he could do. He could go and talk to Mr. Hawkins about it. The Old Hawk always told the kids to come in if they wanted explanations, but what good would it do?

Well, there's nothing to lose, thought Pete, except that talking to him about my grade will just make me mad about it all over again. But if I don't, Pop will just say, "Did you ask your teacher why you didn't get a B?" So I might as well.

Again he bit his lip as he entered Room 211, trying desperately to appear as casual as if he were just coming in for another history class.

"Mr. Hawkins, why didn't I get a B in history? I turned in all my assignments, and I got a B on my test. Shouldn't that come out to a B?" He was glad he didn't have to say anything more just now, as he felt the color rising on his neck. He could regain his composure while he waited for the teacher to confirm his fate—no car for another semester.

"Well, let's see what we have

here," Mr. Hawkins mumbled, turning the pages of the unpersuadable little black book. "It's a C all right, no doubt about it. Yes, you wrote a very nice examination paper, but you didn't volunteer to recite, your last week's work was turned in late, and your notebook wasn't very neat. That makes it a C."

What could Pete say? There was no use arguing, and of course Mr. Hawkins was right, in a corny sort of way. But still he had done all his assigned work and he had earned a B on his test, so why shouldn't he get a B?

"That doesn't seem very fair," he stammered.

A fire glowed in Mr. Hawkins' eyes for just a second. He was not accustomed to having his judgment questioned. Inviting his students to inquire about their grades was one thing, but having them call him unfair was quite another matter.

"Any grading is fair, young man, as long as you are given ample warning of the system. It's fair to give the batter five strikes if everyone understands this before the game begins. At the beginning of this class we made it clear that assignments must be in on time, notebooks must be

neat, and to deserve an above-average grade the student must make some voluntary contribution to class discussion. Isn't that correct?"

It was correct, so precisely correct that Pete was somehow reassured and felt his anger slipping away. The clear cold logic of the teacher's answer encouraged him to answer with his own brand of logic.

"But I know my history. The B in the final proves it."

Even though Pete persisted, the defiance had left his voice, so Mr. Hawkins relaxed accordingly.

"Yes, Pete," he continued, a friendly tone creeping into his voice, "you know your history pretty well, but you haven't been working nearly as well as you can, and you wouldn't be proud of having an above-average grade when you know you were coasting along with only average effort. You must put forth extra effort to earn extra commendation. It's not enough to have brains."

"Sure, I understand that all right, but isn't the grade supposed to measure how much history you have learned? I know twice as much history as Jim does, but he likes to putter around making perfectly neat notebooks, and writing out his assignments as careful and neat as he can."

"Carefully and neatly," interposed Mr. Hawkins.

"Carefully and neatly," parroted Pete. "But that takes him so long he never does any extra reading. Then he crams the night before an exam and gets a decent grade, but he doesn't really know history. He just knows how to get grades."

"You have sized Jim up pretty well; he is the careful, precise type of student. And how about yourself? The fact that you came in to see me this afternoon, and rather upset at that, indicates that you are just as concerned about grades as the next fellow, but you hope to get them with as little effort and care as possible, just on the strength of your quickness and your good memory. But I didn't answer your question, 'Should your grade measure how much history you have learned?' The answer is yes—and no. If I graded strictly objectively by the amount of knowledge of his-



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tory, you could pass this course without opening a book, while several people in the class could not possibly pass even if they studied all day and all night. That wouldn't be fair either, would it? So I must consider both how much you know and how hard you try. If you try hard enough and long enough I'll see that you pass, but to get average or above-average grades requires both effort and accomplishment.

"You mean you grade partly on the curve and partly not?"

"That's right. Doesn't everybody? Suppose you go out for football. Do your chances for making the team depend upon how good you are, or how hard you try, or how good the other fellows are? It's a combination of all three, isn't it? You may think you are good enough to be a varsity end, but if two other fellows are better than you are, you will not be first string, though if you had tried a little harder you might have made it. Pete, you didn't try quite hard enough to make the B squad in history this semester."

For the first time a faint smile around the boy's mouth told the teacher that he had said enough. The moistness in the boy's eyes could have overflowed to form a stream of tears, but they both knew somehow that it wouldn't.

As he said, "Thanks, Mr. Hawkins," and turned to go, he bit his lips again, but not as before, to hold back anger. This time it was to hold back proud tears. He had succeeded; he had grown up another step, and he knew it. ★★

Doctor Asks Help on Pupil Assignments

During the course of the year, we receive a large number of letters from students requesting information concerning various aspects of the treatment of mental illness and the administration of governmental facilities. We are concerned about the manner in which this information is requested, and it is here that I feel that the teachers can be of considerable help, both to us and to the students themselves. The most difficult problem concerns the lack of clarity and specificity as to the type of information sought. For example, a common request is "please send me informa-

tion on mental illness" or "please send me complete information about the Department of Mental Hygiene." As you can well imagine, it is most difficult to answer such requests in a manner which is likely to be satisfactory either to the student or to us.

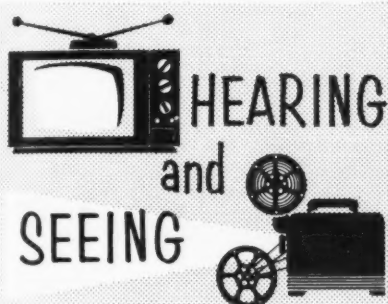
Those of us who work in this field are extremely anxious that students be given access to full and accurate information regarding these activities. In addition to the obvious need to further their education, we also regard them as future citizens to whom we look for support and who might well be attracted to the various professions and occupations in this field which are in such short supply.

Would it not be possible to assist the

student in formulating some more specific aspect of the question which would surely facilitate a more intelligent reply?

Another problem frequently encountered is the student who writes that his or her paper is due within three days and would we, therefore, reply immediately. I am sure that students have been doing this since the days of ancient Egypt, but again it might not be amiss to point out that if a reasonable and thoughtful answer is to be given, a little time might be required.

W. A. OLIVER, M. D.
Associate Superintendent,
Napa State Hospital,
Department of Mental Hygiene
State of California



**Television, radio, films—
power tools for learning**

DECEMBER issue of *Educational Screen and Audiovisual Guide* carried an article by William B. Sanborn entitled, "Our Future Stake in Instructional Tools." Dr. Sanborn, director of instructional materials in San Francisco unified school district, writes ably, and lists possible future trends on which educators might keep a watchful eye.

A/V education programs in 28 selected school systems throughout the U. S. are covered in a 96-page booklet released by the A/V Council on Public Information. The booklet, *Improving Instruction—Budgeting Your Audio-Visual Program*, is the result of a 2-year study conducted by Dr. K. C. Rugg of Indiana University for the Council. Single copies of the report available free of charge while supply lasts. Write A/V Center, Indiana University, Bloomington, Indiana.

Society for Visual Education, 1345 Di-versey Parkway, Chicago 14, reports that second edition of its "Tabloid for Teachers" was issued in January. Filmstrip and slide materials are covered, with emphasis on materials recommended for purchase under Title III, NDEA. Copies available at no charge.

FILM NEWS

Film Associates of California has a new address: 11014 Santa Monica Blvd., Los Angeles 25. One of their latest films is "Background of the Civil War," 20 min., elem. through high school. Color \$200, b&w \$110. Write for rental information.

Other films worth viewing:

—"Experimental Cancer Research" 16 mm., sound, color, 13½ min. High school or college use. \$135, or rental at \$7 daily, \$14 weekly. Thorne Films, 1707 Hillside Road, Boulder, Colo.

—"Hawaii, the Island State," 16 mm., color, 20 min. Information from United World Films, 1445 Park Avenue, New York 29. This company, incidentally, has received a new contract for distribution of U. S. Government films through 1960-61. Catalogs available.

—Four Beginning Spanish films have been produced by Pacific Productions, 414 Mason St., San Francisco 2. Titles available are "Un Problema de Algebra," "El Tesoro Escondido," "La Reunion," and "Aunque se Vista de Seda." Write the firm for further information.

—Four music films are available from NET Film Service, Indiana University, Bloomington, Ind. They are: "The Voices of the String Quartet" (25 min., b&w, \$125); "The String Quartet and its Music" (28 min., b&w, \$125); "The Classic Guitar," (23 min., b&w, \$100); and "Flute and Harp," (23 min., b&w, \$100). Purchase or rental information from NET.

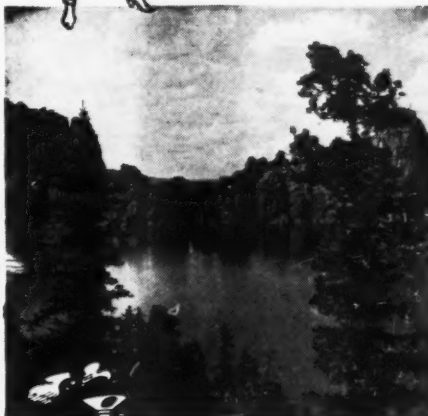
—"Your Best Audio-Visual Rx for 1960" is a new catalog of color filmstrips and the records and teacher's guides accompanying them, available from Filmstrip House, 347 Madison Avenue, New York 17.

MEETINGS, NEW IDEAS

Among meetings coming up: Annual meeting, Institute for Education by Radio and Television, Columbus, Ohio—May 4-7.

A new motion picture film splicer designed to eliminate "film bends" at the splice has been introduced by Argus Cameras, Inc. Pocket size, it can be used with both 8 and 16 mm. film. Carries Argus lifetime guarantee and manufacturer's suggested list of \$4.95.

Sixth edition of the Audio-Visual Equipment Directory was published in January by National Audio-Visual Association of Fairfax, Virginia. In addition to all former sections of the book, two new ones have been added: "Language Laboratory Systems" and "Transparency-Making Equip-



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ETV

NAEB JOURNAL is now on a bi-monthly basis. Articles in the December issue include "Projects and Products," a story on Airborne television instruction; "Who Listens?" an analysis of educational television audiences; and "TV Offers a Close Look," a discussion of television teaching. Subscriptions to NAEB JOURNAL are \$4 a year.

"The National Program in the Use of Television in the Public Schools" is the report on the National Workshop held at Chapel Hill, N. C., last June. Fifteen states, including California, attended. Findings and conclusions cover progress of national program to date, the telecast part of the lesson, classroom followup, curriculum, facilities, and teacher education. For information on obtaining a copy, write Fund for the Advancement of Education, 477 Madison Avenue, New York 22.

Useful to those working in use of ETV will be *Educational Teleguide*, published by U. S. Office of Education. Intended as a central source of information, the booklet lists such things as Noncommercial ETV Assignments, New Books on ETV, publications of U.S.O.E. on Radio, Television and Visual Education, organizations of JCET, foundations and broadcasting companies making grants to ETV and closed-circuit ETV systems. Send 30c to Supt. of Documents, U. S. Govt. Printing office, Washington 25, for your copy of *Educational Teleguide*.

Educational Television Department of General Precision Laboratory, Inc., has been issuing *The TV Educator*, a bulletin on educational TV news which might well be read by anyone contemplating work with instructional TV. Last three issues were devoted to a series by Jack G. McBride, Director of Television at University of Nebraska, investigating the use of closed-circuit television. Write General Precision, ETV Dept., Pleasantville, New York, about the possibility of getting on their list.

CONTINENTAL CLASSROOM

Continental Classroom's colorcast course in Modern Chemistry will have 16 guest lecturers, six of them Nobel prizewinners, during the Spring term, spelling out regular professor John F. Baxter. They include Dr. Edwin M. McMillan, May 10; Dr. Glenn T. Seaborg, May 11; Dr. Severo Ochoa, May 18; Dr. Linus C. Pauling, May 20; Dr. Wendell M. Stanley, May 23; and Dr. E. L. Tatum, May 25.

KQED, San Francisco Bay Area ETV station, is the recipient of the first Special Citation awarded nationally by the Thomas Alva Edison Foundation, as "the most outstanding educational television station . . . advancing educational television by achieving high standards in a wide range of original programming through producing cultural entertainment and science programs for viewers of all ages." KQED, incidentally, was the subject of the lead

story in the February 2 issue of *Look* magazine, in an article titled "No Sponsors, No Censors, No Scandals." Additionally, *Time* magazine named KQED "best in the U.S." in a one and one half column story in a February issue.

COMMERCIAL TV

The three networks here have developed and adopted a plan to assure the viewing public of at least three regular weekly prime evening hours of informational, educational or cultural programming in either half- or full-hour presentations. The plan, announced jointly by the networks, is designed to present these programs on different nights of the week throughout the year.

Within the framework of the agreement to assure no overlaps of the programs, the plan gives each network flexibility in placing programs within the evening schedule. ABC has elected to present two half-hour program series, one on Tuesday, the other Sunday; CBS has designated either a full-hour series on Thursday or a half-hour Monday and Friday; and NBC will offer a full-hour on Saturday. Each network will announce programs and time periods for them as scheduling plans are completed. The plan goes into effect this Fall, and because of intensive public affairs coverage of political conventions and election day, will not start until after November 8.

Three NBC-TV network programs took awards in the field of network television from the Thomas Alva Edison Foundation: "Our American Heritage" series; "Gateways to the Mind," on the Bell Science Series; and "Meet Mr. Lincoln" on Project 20.

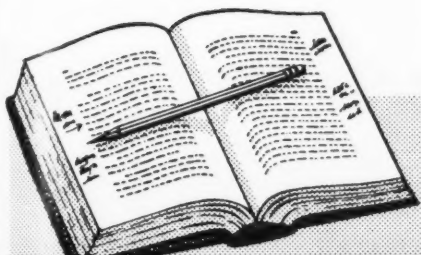
Next American Heritage show will cover the story of Oliver Wendell Holmes, March 20, followed by Andrew Carnegie on April 10. Also on April 10 will be NBC opera presentation of "Don Giovanni." On Tuesday, April 19, NBC hopes to bring together ten of the nation's top political figures, including President Eisenhower and former Presidents Truman and Hoover, on Ford "Startime" colorcast.

CBS shows took a total of 14 Sylvania television awards at the ninth annual ceremonies. Among the shows receiving awards were "The Lost Class of 59," "Biography of a Missile," "Population Explosion," and "First Meeting," (educational series over KNXT, Los Angeles).

Sometime this spring, "CBS Reports" will present "Yul Brynner's Odyssey" to refugee centers around the world, an hour-long report on the actor's visits to settlements in Europe, the Middle East and the Orient as special consultant to the United Nations High Commissioner for Refugees. Brynner's journey and the "CBS Reports" program based on it will mark the closing months of the World Refugee Year, a crash program for refugee relief in which 69 nations are participating.

CBS Television Specials this month to watch for include several more of the Leonard Bernstein concerts and the Dupont Show of the Month production of "Treasure Island."

—V.L.T.



Notes in the Margin

NATIONAL Library Week, third annual event of its kind, will come April 3-9. Reports show that the 1959 observance attracted interest, with more than 5,000 communities taking part; 1960 should be even better.

Can reading be taught by television? What are the forgotten factors in the reading program? *Reading in a Changing Society*, 264-page report and proceedings of the fourth annual conference of the International Reading Association, discusses these and other problems that face teachers, reading specialists and parents. Editor is J. Allen Figurel; speakers represented include Ruth Strang, Columbia; Helen K. Mackintosh, U.S. Office of Education; Lyman C. Hunt, Jr., Pennsylvania State University. Publisher and distributor is Scholastic Magazines, 33 W. 42nd Street, New York. \$2 per single copy, \$1.50 for extra copies to same address.

In the field of children's reading, a new series of old classics is being offered by the Looking Glass Library, 457 Madison Avenue, New York 22. Volumes are priced at \$1.50, sewn in paper over boards. Wherever possible, original illustrations have been reproduced and texts of original editions carefully followed. First titles include *The Blue Fairy Book*, Rex Warner's *Men and Gods*, Seton's *Wild Animals I Have Known*, and Lear's *Book of Nonsense*.

First grade teacher Nina Barr, of Duns-muir, has written a new version of *The Little Red Hen*, at the first grade reading level. Publisher is Comet Press, of New York. Copies may be purchased from Vroman, Saither Gate Bookstore, Palfrey or Gel-Sten.

Ramon Makes a Trade is a handsome little English-Spanish book by Barbara Ritchie with Spanish translation by Kenneth Edwards, San Francisco Bay Area Spanish instructor. Publisher is the new California firm, Parnassus Press, of Berkeley. 48 pages, \$3.25.

Encinal high school teacher Louis Grant Brandes has written another of his books, based on the idea that mathematics can be fun. Latest one is *Yes, Math Can Be Fun!* Good material for grades 7 through 10. Orders can be sent to publisher, J. Weston Welch, Box 1075, Portland, Maine.

San Francisco publisher, Fearon Publishers, offers the following as the latest on their list:

—*Library Skills*, teaching library use

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Coe Fellows will select two of the following courses, each of which carries three semester units of graduate credit:

History 171, The Early National Period of the United States

History 174, The Westward Movement in the United States

Education 278, History of American Education

Applications must be received by April 15. Recipients of awards will be notified by May 1. For application forms write Dr. J. P. Sanders, Dean, Pepperdine College, 1121 West Seventy-Ninth Street, Los Angeles, California.

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—*E-Z Bulletin Boards*, by Anne Douglas Weseloh. (For elementary teachers.) 32 pp., \$1.50.

—*Curriculum Aids for the Middle Grader*, by David L. Byrn and Gerald V. Olson. 67 pp., \$1.50.

—*Teaching Science Through Holidays and Seasons*, by Matthew F. Vessel and Herbert H. Wong. 36 pp., \$1.50.

—*Creating Better Social Climate in the Classroom through Sociometric Techniques*, by Edson Caldwell. 76 pp., \$2.00.

Above books may be ordered from Fearon at 2263 Union St., San Francisco.

New editions of the American Library Association *Basic Book Collections* are being published. The Elementary Grade list, in its 7th edition, is \$2.00; Junior High School list, 3rd edition, also \$2.00. These *Basic Book Collections* are designed to fill the needs of small-and-medium-sized schools which may not have the services of trained librarians.

A March Book-of-the-Month Club selection is J. B. Priestley's *Literature and Western Man*, a series of essays surveying western literature and, through it, western man from the 15th century to the present. Publisher is Harper. \$6.95.

Little, Brown & Company has just published *Grant Moves South*, by Bruce Catton, a biographical study of Grant's crucial years. This is an alternate Book-of-the-Month Club selection for April. \$6.50.

A comprehensive text covering all phases of magazine and newspaper feature writing is *Effective Feature Writing*, by Clarence A. Schoenfeld. Publisher is Harper & Brothers. The author gives a definition of the feature story, then discusses research, organization, work methods, good writing techniques, and ways of marketing the finished product. 448 pp., \$4.50. Workbook available at \$1.75.

Paperback publisher, Bantam Books, Inc., currently offers dual-language books including the writings of Voltaire, Balzac, Maupassant, Cervantes, Alarcon and others. The two languages are printed in corresponding paragraphs on facing pages.

A survey by a subcommittee of the National Council of Teachers of English shows that paperback books are being used by English teachers and librarians mostly for "free reading" and book reports, but most of them would like more information in order to make greater use of them. Few teachers seem to know about the comprehensive listing, *Paperbound Books in Print* which is published semi-annually by R. R. Bowker, 62 W. 45th Street, New York 36. It may be purchased for \$3 a year, or \$2 for each copy.

Recent publications from the U.S. Office of Education include the following (order from the Supt. of Documents, U.S. Govt. Printing Office, Washington 25, D.C.):

—*Analysis of Research in the Teaching of Science*, July 1956—July 1957. Bulletin 1960, No. 2 (OE-29000) 25c.

—*Supervision to Improve Instruction in Distributive Education*. Voc. Div. Bulletin No. 278, Distrib. Educ. Series No. 26. 15c.

—*Studies in Comparative Education, Bibliography: 1958 Publications*. (OE-14004). Unpriced.

—*Education in the Soviet Zone of Germany*. Bulletin 1959, No. 26. \$1.00

—*Teachers of Children Who Are Hard of Hearing*, Bulletin 1959, No. 24. 35c.

Another publication for teachers of the deaf and hard of hearing has been produced by the Board of Education of New York City, Bureau of Curriculum Research: *Lipreading for the Deaf and the Hard of Hearing*, a sourcebook report by the lipreading committee of junior high school 47, Manhattan. Price is 75c, ordered from Publications Sales Office, New York Board of Education, 110 Livingstone Street, Brooklyn 1.

Latest edition of UNESCO publication, *Study Abroad*, is now available from Columbia University Press, 2960 Broadway, New York 27. \$3.00

Meet the USA, a handbook for foreign students in the U. S., is available from the Institute of International Education, 1 E. 67th St., New York 21. Single copies are 50c; orders of 20 or more 35c each.

A handbook for educators, *American Teaching About Russia*, was published February 29 by Indiana University Press. The survey examines the status of Russian and other non-Western studies in American schools and presents concrete suggestions for development of this crucial area.

—V.L.T.

REVIEWS OF NEW BOOKS

THE CHILD, THE PARENT, AND THE STATE, by Dr. James B. Conant. Harvard University Press, 1959. \$3.50.

This book is the ideal reference to hand any friend who has become intrigued by the specious logic of the "basic educationists."

To add clarity to his own thinking or to provide ammunition which might silence some of his misguided critics, the teacher again has been well served by Dr. Conant, whose claim to an authoritative voice needs no documenting for CTA members . . . nor for any citizen who has been following education issues for the past year or more.

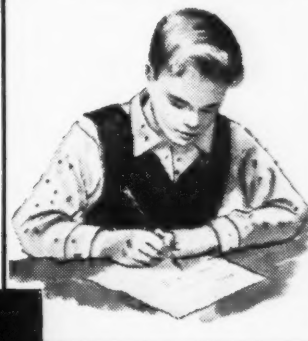
Though this volume might be termed a sequel to his report, "The American High School Today," it actually is much more. The story of "how we got this way" in public schools historically and philosophically is told with a simplicity and force seldom found in books about education.

The critics who plead for a return to some real or imaginary type of schooling in earlier America, or who long for the intellectual aristocracy of a European system are led—or perhaps plummeted—into facing an often-forgotten fact: discussion of a system of education has no meaning if

Turn to page 43

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NEWS Continued from Page 4

PRESIDENT'S budget message to Congress predicted \$84 billion in revenue, \$79.8 in expenditures for 1961, hoping for a surplus of \$4.2 billion to apply to reduction of the national debt. President Eisenhower asked for slight increase in NDEA funds but decrease in aid to schools in federally-affected districts. Proposed was \$171,000,000 for National Defense Education Act projects, \$126,695,000 for operational payments to federally-affected districts, \$44,390,000 for construction payments in the same areas, \$110,000,000 for school lunch program, \$70,000,000 for National Science Foundation (for science and math teachers), and \$316,000,000 for veteran education and training.

ONE-TEACHER schools in the Nation decreased from 196,037 in 1917-18 to 25,200 in 1957-58, according to U.S. Office of Education. At present one school in five is conducted by one teacher; 40 years ago the relationship was seven schools in ten.

EDITORS of state teacher association journals and public relations executives will have a five-day workshop at the new Dykstra Hall, UCLA, June 20-24, under auspices of National Association of Secretaries of State Teacher Associations.

HOLLIS A. MOORE, JR., executive secretary of the Committee for the Advancement of School Administration (AASA) was appointed dean of the University of Arizona school of education February 4.

NATIONAL WILDLIFE Week, March 20-26, will this year feature conservation of water resources. Brochures, posters, and other publicity materials are available from National Wildlife Federation, 232 Carroll St., N.W., Washington 12, D.C.

THEA STIDUM, Sacramento teacher, is a member of a five-member national committee to establish a \$100,000 fund to honor Hilda Maehling, recently retired NEA executive. Purpose of the fund will be to provide selected classroom teachers with opportunities for professional growth.

THEO J. NORBY is the new commissioner of education for Alaska. A school administrator of long experience in California, Dr. Norby had been assistant county superintendent of schools in Marin county.

T. M. STINNETT, executive secretary of the National Commission on Teacher Education and Professional Standards, NEA, succeeds Hilda Maehling as NEA assistant executive secretary for professional development and welfare.



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—HARRY A. FOSDICK.

INDIVIDUALIZING YOUR READING PROGRAM by Jeannette Veatch. 227 pages; clothbound. Appendix. G. P. Putnam's Sons, 1959. \$4.50.

For educators interested in making a critical evaluation of their present reading program, this book will open some doors. Those who are convinced that the prevalent developmental reading program with its basic readers and ability grouping is the way to teach all children will experience some uncomfortable moments as they read this volume. Those interested in changing from the conventional method to individualized reading instruction will find the philosophy, directions, and procedures for partial, gradual, or total transition spelled out in detail.

Thirty-six pages are devoted to a point of

view which indicates that dissatisfaction with the wasteful, inefficient, traditional approach to the teaching of reading, coupled with increasing knowledge of child growth, behavior, and achievement have resulted in the emergence of individualized reading instruction. Underlying concepts are "seeking behavior, self-selection, and pacing" wherein a child is motivated to want to read from a large selection of books, selects his own book, reads it at his own pace, and reports in some specific manner to the teacher. This represents a way of managing a classroom which brings learning to the level of the children and emancipates the gifted child. The writer clearly states that this plan is not to be considered subordinate to or an adjunct of the common basal reading program—this is the basic instructional program. It is at this point that many readers will raise serious educational issues which are not satisfactorily answered in this volume.

The remainder of the book consists of selected articles written with varying degrees of enthusiasm by educators who have tried this approach to reading.

The book is easy to read. The format is interesting and the samples of teachers' records, profile charts, and running logs of children's experiences in the individualized program are provided. Classroom teachers and administrators may be either interested or annoyed, but they will be challenged.

(MRS.) MILDRED B. BARNARD,
San Rafael City Schools.

EDUCATING THE GIFTED: A Book of Readings. Joseph L. French, Editor. New York: Holt Dryden & Company, 1959. 554 pp., \$5.50.

For readers looking for a broad cross-section anthology of writings in the field of gifted-child education, the French book is an excellent choice. Arrangement of the selections is logically presented, from the general to the specific, including separate sections on acceleration, adjustment, and underachievement.

The book, of course, presents no single exposition of the subject, and the viewpoints included are those of the separate authors. The articles have appeared in numerous professional journals, mainly since 1955, and have been chosen to represent a careful sampling of original, research-oriented manuscripts. Directors of curriculum and teachers of talented students will find the book to be a valuable addition to their professional libraries.

—KENNETH R. BROWN

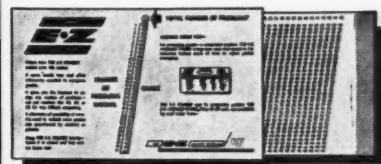
THE CASE FOR BASIC EDUCATION, edited by James D. Koerner, Atlantic-Little, Brown, Boston. 256 pp., \$4.

In this book the Council for Basic Education, self-appointed defender of the solid academic values and critic of the permissive and the frivolous in modern education, addresses the lay public with a full statement of the essential values of an academic education. The Executive Secretary of the

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This sketch in color, titled "An Artist's Conception of a Science Teacher," suddenly appeared in the faculty lounge at Menlo-Atherton high school, San Mateo county, climaxing a friendly "feud" leading to a quick truce. Dan Umberger, art department chairman of Woodside high, had exhibited a cubistic modern canvas which four men science teachers believed could be "improved." They constructed a design daubed with bacteriological dyes and hung it in place of the modern painting, titling their monstrosity "Sunrise—by Joe Protozoa." Mr. Umberger had the last word, according to latest reports, when he substituted the above caricature. "It was all good clean fun," said the science teachers in chastened chorus.

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Council announces in the foreword that he expects the book to be attacked as presumptuous, utopian, and vague, to which he might have added trite.

Actually the 18 essays by competent scholars, each defending the values of his subject field, include some sprightly writing and a great deal of good sense. In another setting some of them, and especially the one on Speech by Bower Aly of Oregon and the piece on Literature by Harvard's Douglas Bush could be considered little gems. However, they lose much of their charm when used as propaganda for the Council for Basic Education, whose certificate of incorporation calls for encouraging adequate instruction in the basic intellectual subjects, including foreign languages, for all students without exception.

Joel Hildebrand's essay on the teaching of chemistry and Ray Billington's on American History are excellent expositions of the academic view which suffer from the tendency to belittle the accomplishments of schools which attempt to supplement these values with others, more appropriate for some students.

The liveliest writing is in Clifton Fadiman's introduction, the most balanced perspective in the exceptionally sane concluding chapter by Harbert M. Schwab, a school board member from Portland, Oregon.

It is essential that the values of basic education as described by these 18 scholars be encouraged. Basic education demands support. It deserves far more intelligent support than it has received at the hands of the Council for Basic Education.

This volume clearly includes far more sense than nonsense, but it does reflect the myopic CBE view that only a traditionally academic education can be intellectual. The book will receive little attention in academic circles since it says little that is not well known already.

—DON ROBINSON,
San Francisco

LITERATURE STUDY IN THE HIGH SCHOOLS by Dwight L. Burton. New York: Henry Holt and Co., 1959. Pp. viii & 289.

Dwight L. Burton is widely recognized as editor of the *English Journal* and as a contributing editor to the NCTE publication, *The English Language Arts in the Secondary School*. From his varied experience as teacher of high school English and as teacher of teachers of the same (at Florida State) has come the present wise and useful book. The teaching emphasis, he points out, should be on awareness of beauty and the ingredients of human experience, along with enjoyment and development of literary taste. As a notable aid to the latter, Dr. Burton discusses in some detail the "transition literature," especially fiction, written expressly for the adolescent.

Although intended primarily as "a book on methods and curriculum in literature for the junior and senior high school," the volume should prove highly useful to estab-

lished teachers, as well. Its confident tone is purposeful and encouraging. The listed "Possibilities for Student Reading," which conclude the chapters, are helpfully annotated and up-to-date. Many individual books and authors are also treated in greater detail in sections of the book which deal with types of and approaches to literature.

Our "slow" readers we shall, no doubt, have always with us; for some of them, "transition literature" may prove to be the ultimate in literary taste. In our better readers, we might wish to instill a leaning toward the Thoreau principle, "Read the best books first, or you may not have a chance to read them at all"—a principle I miss in Dr. Burton's book.

—ANNIS COX KOCHER,
Healdsburg

LEGAL AND ETHICAL RESPONSIBILITIES OF SCHOOL PERSONNEL by Warren Gauerke. Prentice-Hall, Inc. Englewood Cliffs, New Jersey. 1959. 302 pages, \$4.95.

"Action of *assumpsit*, or was it *detinue* and *replevin*; how about *mandus* or in *quo warranto*!" Students of school law, customarily expecting comparable legalistic expressions, will experience delightful surprise in discovering a volume characterized by a conspicuous absence of technical phraseology.

School operation has become increasingly legalistic yet heretofore little has been accomplished to provide responsible personnel with a volume stressing simplicity and readability in depicting the legal rudiments of their respective positions. Expansion of educational services by the respective school districts commensurately increases the complexities of administration, thereby enhancing the possibilities of litigation involving school personnel.

The need for a publication containing information relative to legal responsibilities of board members, administrators, certificated and classified employees is apparent. Dr. Gauerke's latest contribution to the general area of legal aspects achieves the purpose with conciseness and clarity of expression that minimizes the use of complicated legal terminology.

Each chapter contains materials derived from actual court cases with only a minimal reference to these legal citations. Such a lack of documentation detracts from its authoritarian nature. It is quite apparent that the author is more concerned with the utilitarian value of the book than he is with clinical treatise. The publication is generously supplemented with suggested readings and questions for additional study.

Dr. Gauerke's volume in school law, an area marked by a general paucity of publications, should be enthusiastically received by school personnel interested in lucid explanations of their obligations, responsibilities, and liabilities.

EUGENE BENEDETTI
Professor of Education
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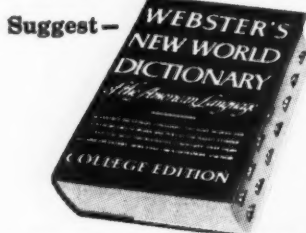
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At what grade level should typewriting be taught?



TEACHING of typewriting in elementary grades continues to be a controversial subject.

Fifteen months ago Walter Stoltze of Fontana wrote an article for *CTA Journal* (December 1958) which described his success in the teaching of typewriter use in the fourth grade. This brought many letters, both commendatory and critical.

In the March 1959 issue Mrs. Janet Goss, curriculum consultant for Cupertino school district, described her experimental program of typing in kindergarten. Summarizing, she pointed out that the experience had (1) created added interest in the written word (2) stimulated a desire, through need, to know the alphabet (3) instilled a sense of responsibility in the care of equipment and (4) gave children opportunity to share information, to follow directions, and to work independently. She did not claim that kindergarteners had become typists.

Mrs. Goss later wrote the *Journal* that typing had been offered in the 16 schools of Cupertino district in Saturday enrichment courses, grades four to six, with encouraging results. Expert guidance was offered but children provided their own typewriters.

Mrs. Opal Herrin, business education teacher at Lemoore high school, has some serious doubts about "the absurdity of teachers and students wasting time and effort in the unwise use of taxpayers' money." Her letter to the *Journal* read in part:

No, these teachers are not teaching typewriting! True, fourth graders are capable of learning the keyboard—even using the correct fingers for each key, but is their arithmetic skill such that they can figure tabulation, vertical and horizontal centering, and invoice extensions? Do they have the spelling and reading abilities to enable them to learn proper word syllabication, composition, grammar rules, business and personal letter styles, and manuscript and outline forms? This, too, is typewriting. And, even though they may have learned the keyboard, have they acquired the right techniques? It is possible, and very probable, that the incorrect typing habits they have picked up will prevent them from ever gaining the typing skills they could have known after mental and physical maturity.

The teaching of typewriting courses in California's secondary schools is more constructive, according to M. Claire O'Brien, consultant in business education, writing for *California Schools* for November 1959. Approximately 29,651 students or 14 per cent of the 1959 summer school enrollment, took courses in typewriting.

Most of the students who took the summer courses were in 9th and 10th grades and 70 per cent were in college preparatory courses. Most took typing because of difficulty in scheduling it during the regular school year.

Some conclusions drawn by Miss O'Brien were that (1) summer enrollment in typing will increase (2) achievement in summer programs (two hours a day for six weeks) is comparable to regular session classes.

—J.W.M.

What Federal Support Bill Means to State

The McNamara Bill (S 8), as amended and passed by the Senate February 4 (see page 52) would provide \$13.53 for each child of school age (5-17) in California as of July 1, 1960, according to population estimates by U.S. Bureau of Census.

This would make a federal allocation of \$50,211,000 for 1960-61, increasing to \$52,729,000 for 1961-62.

In order to meet the required level for matching in S 8, California would increase its state-local funds for schools 3.3 per cent in 1960-61 over 1959-60.

CTA Journal, March 1960

Retired Teachers To Have April Drive

Over 13,000 members in 45 divisions of California are members of California Retired Teachers Association, said Guy H. Jaggard, CRTA president and former CTA salary committee chairman. The organization plans to remind all retired teachers they should file in April for group health and hospital insurance offered by CRTA.

Jaggard said this month, "As a retired teacher you can retain a membership in CTA at a nominal fee, which entitles you to *CTA Journal*. Active participation also entitles you to receive counsel on retirement questions from any division of CTA."

Any reader seeking information about CRTA may write to Mr. Jaggard at 2312 Dracena Street, Bakersfield, Calif.

Science Teachers Win Shell Awards

Twelve California high school teachers have been awarded Shell Merit Fellowships to Stanford University this summer. They are part of 100 outstanding high school mathematics and science instructors from the United States and Canada selected for merit and demonstrated leadership qualities to attend graduate-level summer seminars at Stanford and Cornell Universities. Both schools made their selections from among 1,000 applicants.

The seminars, sponsored by Shell Companies Foundation, Inc., were established five years ago.

The California teachers, their schools and subjects are:

Chemistry—Ralph Samuel Fesler, Burbank senior high school; Robert H. Kimura, Fresno high school; Blaine J. Lemmon, Hillsdale high school, San Mateo; Herbert Leland Meyer, Jr., Stagg senior high school, Stockton.

Mathematics—Donald Gordon Hess, Whittier high school; Donald Raymond Tierney, San Bernardino high school; Arthur John Wiebe, Carlmont high school, Belmont.

Physics—Louis Bert Casey, Miramonte high school, Orinda; Lawrence Edward Kimmick, Arroyo high school, San Lorenzo; Sister Angela Mary Lacey, Ramona convent high school, Alhambra; Clarence William Nelson, Hayward high school; John Henry Trent, Burroughs high school, Ridgecrest.

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San Diego Teachers Help Citizens Study UNESCO

Thoughtful study of international relations may change the picture of the "Ugly American."

By Charles J. Falk

TEACHERS of San Diego city and county, individually and through their associations, did a major service to UNESCO in 1959. The project to which they gave whole-hearted support was the San Diego Citizen Consultations on UNESCO, sponsored by San Diego State College.

A report on this project offers an unusual example of serious and effective community concentration on urgent problems which confront the United States in world affairs. Consultation programs, which consist of systematic group study of certain topics, are developed by the U.S. National Commission for UNESCO for the purpose of stimulating creative public response to the demands posed by current international relations.

The San Diego program demonstrated the value of such formal studies in generating continued public interest in world affairs as well as in cultivating greater awareness of individual responsibilities and capabilities for affecting action. The National Commission, on its part, utilizes the views expressed through such consultations in formulating its advice to the Government and in planning its own program.

According to a recently established custom, the San Diego group was divided into five separate consultation committees, each to study one of these five topics: Americans as International Travelers and Hosts, Asian-American Relations, Progress of Less-Developed Countries, Our Moral and Spiritual Resources for International Cooperation, and Foreign Languages and the National Interest.

Each committee concluded with a series of concrete and thoughtful recommendations in its particular field

Dr. Falk is an assistant professor of education at San Diego State College.

of study. For example, the Committee on the American as Traveler and Host offered a two-fold approach to the problem aimed at improving individual awareness of responsibilities on one hand, and improving facilities for international travel on the other.

The Committee on Less-Developed areas concentrated on means to improve the performance of U.S. personnel engaged in development programs, but also made recommendations on the subject of developmental aid itself. The Committee on Asian-American Relations suggested a number of sound ways in which UNESCO could participate in this sphere.

Specific and detailed recommendations included these, among many others:

• That a United States Travel Commission be established to serve multiple functions such as the following:

a. Coordinating travel programs of various institutions, organizations, and agencies;

b. Serving as an information center for visitors to and from the United States;

c. Working with government agencies to facilitate travel to and from the United States;

d. Setting standards for screening of career travelers;

e. Setting standards for educational travel programs.

• That definite provision be made in school curricula for travel education as follows:

a. Through integration in the total school curriculum;

b. Through provision of special courses on high school, college, and adult level.

Such education should undertake

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DR. D. S. WHEELWRIGHT
San Francisco State College
San Francisco 27 CT, Calif.

CTA Journal, March 1960

to instill cultural understandings with a view toward breaking down the barriers among nations.

Special attention should be given to language study throughout the school curriculum.

Special curricula should be developed for the preparation of career travelers.

• That *United States citizens*, individually and collectively, *study and attempt to improve, their role as hosts to foreign visitors.*

As individuals, it appears that we must be willing to give more freely of our time in order to extend to visitors that genuine hospitality which they feel is lacking.

As communities, we need to become acquainted with our existing facilities for entertaining foreign visitors, to coordinate these facilities, and to supplement them when necessary.

• That *provision be made*, through grants from a foundation, if possible, *for systematic inquiry into various aspects of international travel.* Some needed areas of research are:

- Existing travel-study programs, their effectiveness and their possible future development;
- The problems of international travel and means of their solution;
- The psycho-social impact of travel upon the traveler.

• That the administration of regulations covering the training and credentialing of teachers of foreign languages be reevaluated so as to eliminate unnecessary restrictive practices and regulations.

• That the fourfold program of language instruction suggested by the Modern Languages Association of America be adopted as a guideline and that the order of steps in the teaching and learning of foreign languages include: (a) understanding, (b) speaking, (c) reading, (d) writing.

• That the commendable efforts which have lately been made towards strengthening the position of foreign languages in the training of members of the foreign and consular services of the United States be continued and intensified.

• That the study of at least one foreign language be pursued long

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A review of six months of work on the plans for and the development of San Diego Citizen Consultations on UNESCO, would not be complete without an evaluation of the job and an enthusiastic expression of appreciation to all the people involved in the task. The evaluation was of benefit to the U.S. Commission and its staff, to other communities planning such a project and to San Diegans interested in further development of UNESCO activities and related projects.

These points in the evaluation of the project are of particular interest to teachers:

San Diego's Attitude Toward UNESCO

In view of past unhappy experiences with UNESCO activities in Southern California, there was no little concern, particularly among school people, that the results of the project might be detrimental rather than beneficial.

This concern proved unjustified, for there was no criticism of the project nor of UNESCO at any time or by any individual or group that chose to express itself. This healthy attitude proves that times have changed.

Timing of the Project:

In this day of many concerns and many activities, there seems to be no opportune time for a project of this sort. Locally, we had little choice but to proceed forthwith when the invitation was proffered; but we did so in the face of many major community drives.

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In San Diego, as in many other communities, the same leaders are repeatedly called upon to work on all community projects. So it was not uncommon to hear: "We are interested and wish you well; we would willingly join you, if there is no work involved."

San Diego State College:

The host sponsor provided all planning and organization service, the use of its facilities, public relations and general social hours.

The civic responsibility, devoted service and unflinching efforts of some 20 professors and administrators of the several departments and divisions in effect made the project successful.

Participating Agencies:

Actively cooperating agencies in the community included California Western University, the University of California at La Jolla, the Omega Field Chapter of Phi Delta Kappa and the American Association for the United Nations.

Great assistance, though unofficial, came from the parent-teacher associations, the A.A.U.W., the League of Women Voters, the Chinese community. The Oriental Students Club of San Diego State College assisted in both plenary sessions.

San Diego city and county teachers associations were enthusiastic in their assistance, particularly through their international relations committees and through the membership of former exchange teachers.

The project was not sponsored officially by any local government agency—city, county or school districts—though the mayors of San Diego and Chula Vista and several school superintendents aided in the planning. A county supervisor and the district attorney were the only active government officials.

Particularly gratifying was the opinion so generally expressed at the final plenary session that "we must go on with this sort of thing." And, while there is no intention on the part of the college to prolong this project until participants weary of it, the effects of the project will continue in other projects already planned. ★★

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editorial postscript

AS DISCUSSIONS in this issue of the *Journal* clearly indicate, there is no agreement on the basic structure defining a profession. Most teachers believe that, given certain qualifications, teaching is or can be a profession. But other observers, grandly sweeping away the societal character of public education, say "teachers should use the medical profession as a model."

Myron Lieberman's book, *The Future of Public Education*, published last month by University of Chicago, declares that "nonprofessional determination of the curriculum is as unthinkable as nonprofessional determination of the techniques of brain surgery." Lieberman thinks schools will improve when teachers take charge. Improvement to this author is a teacher's world in which parents and the community would even be denied a chance to peek through the keyhole.

Obviously Lieberman was not examining the record of the California Teachers Association when he wrote, as reported in *Time*, February 1, "teachers have mis-educated the public very effectively, by their spineless abdication of professional autonomy, by their failure to enforce high standards for entry and performance, by their political impotence, and by their moral evasion."

On each count the critic would have found in the CTA program an exception to his generalization. The Susanville case, a result of CTA's professional standards movement, demonstrates enforcement of high standards. Year after year CTA has demonstrated its political effectiveness, both in Sacramento and in the field. Clearly there is demonstration of acceptance of moral responsibility in the acts of CTA's State Council of Education and the pronouncements of its Educational Policy Commission.

If a composite of all the critics' standards were assumed to be an adequate definition of professional status for teachers, they would find their answers in the speech by Dr. Arthur F. Corey delivered in Trenton, N.J. in June, 1957. "Our Challenge, Leadership Toward Professional Maturity," was a description of a stabilized preeminent profession for teachers and its mechanics were then being realized. In three years there have been no miracles of "arriving" but the Association has turned from the blueprints to lay the stones of a lasting structure.

"WHAT MOST PEOPLE, young or old, want is not merely security or comfort or luxury—although they are glad enough to have these. They want *meaning in their lives*. If their era and their culture and their leaders do not or cannot offer them great meanings, great objectives, great convictions, then they will settle for shallow and trivial meanings."

—Pursuit of Excellence

THE SENATE on February 4 passed S 8, which would provide \$1,834,000,000 of Federal money for teacher salaries and school building construction. By a vote of 51-34, including aye votes by California Senators Thomas H. Kuchel (Rep.) and Clair Engle (Dem.), the Senate approved the McNamara-Hart bill, including the vital NEA-sponsored Clark-Monroney amendment.

The school measure was sent to the House, where a \$4 billion school bill cleared the Education Committee last year but has since been stymied in the Rules Committee.

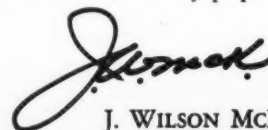
In the skirmishing before final passage, a Democrat-sponsored amendment proposing \$1 billion a year indefinitely lost by a 44-44 vote, with the Vice President casting a no vote.

The bill passed by the Senate had these important features: (1) States have freedom of choice between teacher salaries and school construction. (2) The amount of money authorized is based on the number of school-age children, multiplied by \$20 each year. (*California would get \$50,382,000 under this formula.*) (3) Grants to the states would be made on the basis of the number of school-age children in relation to the per capita income in that state. (4) An equalization formula would require the states to match federal grants on a sliding formula after the first year. (5) Federal control of school policy is clearly prohibited. (6) The bill provides only for 1960-61 and 1961-62.

Federal support is not yet the law of the land; Congressmen must not be permitted to forget that the people want an acceptable finance measure passed by the House this year.

TEXTBOOK PUBLISHERS again refused to lease their plates for recommended basic texts to the California state printing plant. Ginn & Co. and Allyn & Bacon, whose elementary readers were approved by the state curriculum commission, said they would sell nearly 2½ million books at discount but they would not lease their plates for production by the state. Bids were opened February 9 from 22 publishers, nine of whom own books recommended by the Curriculum Commission. On the basis of the bidding about two-thirds of the 7,910,000 volumes requested by the Commission would be purchased out of the state. It was expected that policy concerning the long hassle over textbook printing would be decided by the State Board of Education when it meets in Long Beach March 10-11.

Is the security of 150 union printers at the state printing plant more important than the educational welfare of 2½ million elementary pupils?



J. WILSON MCKENNEY, Editor



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